

## PERSONAL



Mary Warnock

Recently in Oslo, I tried to explain the voucher system to some enquiring Norwegian educationists. I was at a disadvantage, because I was not then, and am not now, entirely certain how it would operate, in whatever form it finally took. But I gave them the gist. I said it was designed to enable parents to exercise a choice of schools to which to send their children, and especially to enable more of them to choose to send their children to independent schools than could at present afford to do so.

I was bound to add that speculating about the voucher system and its consequences had become a fashionable sport in the British press, and that in any case the whole thing was intended to be experimental (though why experiments on human subjects should be thought ethically acceptable in this field, I could not say).

In any case, even with all my disclaimers, the Norwegians could not really understand what I was saying. Why should parents want to choose to send their children to a school other than the neighbourhood school where they belonged?

In Norway, where there are parallel classes in a single school, who goes into which class tends to be settled geographically, so that a

child sits in class beside his next-door neighbour in his own street. The very idea of sending him to a school which his neighbour does not attend is regarded with horror. And there are no independent schools to choose, except a few Rudolph Steiner schools, patronized by very rare eccentrics, or visiting foreigners.

I do not, myself very much like the Norwegian obsession with "the commune". I think it tends to make people conformist, timid and over-dependent on the approval of their neighbours. I don't think, in any case, it would do for us. Any suggestion that we belong in one place or another would, I believe, inspire us with determination to go somewhere else as fast as possible. Where would we have been, historically, if people from Scotland, Wales or Ireland had always believed they must stay for ever "where they belong"?

On the other hand, I found it hard to defend the view that the maintained schools should enter into competition with each other, advertising, perhaps, or at least publishing their examination results in the most favourable way possible, and indulging in all kinds of fashionable rhetoric, for the sake of attracting clients.

## ARISTIDES

## Yard ahead in race?

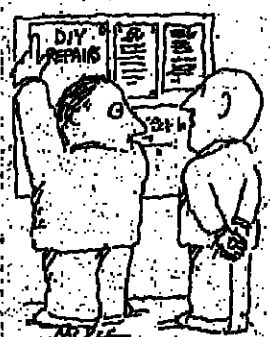
The Royal Anthropological Institute's weekend conference, "Teaching about Prejudice and Stereotyping," seems to have had some slightly unexpected results.

As reported in this column a couple of weeks ago, the institute's director, Jonathan Benthall, was rather pleased because the head of Hendon police training college had promised to send along two senior officers. They duly turned up, along with a psychologist, and were clearly impressed by what they heard.

One of the themes which came out quite strongly was the importance of a whole school policy, with examples from ILEA's education officer, Bill Stubbs. The message was duly received that the same principle applies to the police force: it's no use training cadets in the right attitudes unless they prevail all the way up through the hierarchy.

One of the police officers there, Chief Inspector Sally Hubbard, a former lawyer who has been examining training in the Metropolitan force since Scarman, pointed out that they were in fact ahead of the TUC and the immigration authorities in studying racial prejudice.

Unfortunately none of this cut much ice with the audience. "Some of the teachers present did seem to be guilty of stereotyping," commented Jonathan Benthall sadly.



## NEXT WEEK

- Home service: the achievements of working class children are boosted when schools encourage parents to hear them read; the lessons of two famous experiments.
- Heather Neill reports from Bologna Children's Book Fair.
- Extra: children's books.

## Coconut campus beckons

Geoffrey Caston, secretary of the Committee of Vice-Chancellors and Principals, has been appointed Vice-Chancellor of the University of the South Pacific. The job, which conjures up the image of Mary Martin, clad in doctoral robes, washing someone out of her hair while lectures continue under the palm trees, is nearly as exotic as it sounds.

The university's main campus is at Suva in Fiji. There is a second site in Western Samoa 800 miles away. It draws its support from 10 countries plus its main sponsor, Fiji, in a region three times the size of Europe, and the vice-chancellor requires advanced diplomatic skills in holding onto their confidence.

Caston, who will be 57 when he takes up the job in the autumn, seems custom-built for the task. After Cambridge and Harvard he joined the Colonial Office and, having been marked out as a high-flyer, found himself in New York in the late 1950s, as part of the team representing Britain on the UN Trusteeship Council.

As the Colonial Office wound down along with the colonies, he transferred to the DES, and soon succeeded Derek Morrell as the DES nominee as joint secretary of the Schools Council.

He was tipped for the top echelon in the Department but he stayed, but he seemed to get itchy feet -

perhaps this is what the Schools Council did to people - and after a brief spell he was off to be Registrar at Oxford University.

But now it's back to diplomacy and educational administration, the begging bowl and the Third World, and a chance to escape from the frustrations of British endemic politics to the frustrations of the South Pacific. It can't be bad.

day at the ACFHE conference, Sir Keith had a little intellectual fun on the subject of non-advanced further education. He hated centralization, he stressed, didn't like the UGC and NAB really but they were "an unfortunate corollary of public spending". And how about setting up a national body for NAFE too?

Tory teachers remained unmoved by this but college principals started to fidget. And they laughed nervously when Sir Keith said they would "need to devise ingenious ways of accommodating the extra students" flowing into colleges this autumn because of the Youth Training Scheme. (Sir Keith, who likes a bit of audience participation, just said: "Oh, you're awake, good".)

But they started to jump up and down when he told them blithely that college staff must be prepared to work on in the evenings so that employers wouldn't have to release workers for training at awkward hours. Sir Keith misunderstood the murmur and said reprovingly: "Are we really so conservative? - with a small 'c'?" Then his brow cleared. "Oh, already doing it. I got the wrong message. Good!"

As George Tolley, the next speaker, put it: "Can I say I'm nervous after all that?"



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Both on Wednesday and the next

the manifest badness of some private schools, it is amazing how persistent is the myth that all of them are better than any maintained school. For instance the publicity-prone Brian Tyler, headmaster of Kingswood School, Corby, in the latest *ISIS* newsletter accuses parents of children at independent schools of "buying advantage". They may of course, as he must know, be buying the very opposite. But he is not one to be pedantic, or over-worried about accuracy. He argues, for example, that independent schools cannot be founded on Christian values, because they teach hierarchy. It seems an eccentric view of Christianity that presents it as wholly hostile to hierarchy. The New Testament, though it may suggest that in some ways the poor are better off than the rich when it comes to entry to the Kingdom of Heaven, does not suppose that in this life they are identical. The owner of the vineyard is assumed to have the means to hire labourers, and the prodigal son, returning, is ready to work among the servants. The Church itself is not perhaps the least hierarchical establishment in the world.

This is not the most surprising of Mr Tyler's *mois*. He seems to ac-

cuse both parents and teachers of pornographic tastes if they teach with independent schools. He is, I think, straightforwardly misguided in the private sector, but giving a new sense to the word "pornography". It is not used to refer to reading obscene literature or looking at obscene spectacles, but to procuring immoral gains, or to the immoral gain being a "good" education, the immoral purpose teaching children so that they are educated better than their neighbours. Mr Tyler is, of course, the first to use words with a generally sexual application unfavourably to describe things that he dislikes. The word "obscene" is sometimes so far used to describe such practices as fox-hunting, or such institutions as the University of Oxford. I remember my own headmistress telling me at the age of 12 that I was prostituting my intellect. But he would not tell me what that meant, when I asked.

Nevertheless, it is not clear to me that such words add much to the debate about the merits of independent education. What seems central is that this debate lies at the heart of any discussion of the voucher system.

## Tirez l'autre...

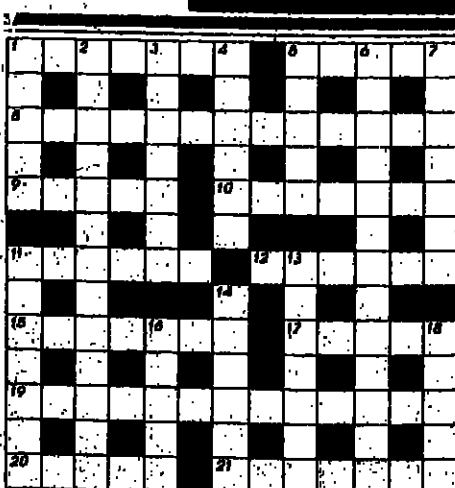
A common practice in schools is to weekly (if not weekly) submit by the staff to the head of a journal book giving a synopsis of their planned lessons.

Opinion varies as to whether heads actually read these and, if they do, whether they understand them. The story, probably apocryphal, is told of a teacher who wrote out, in full, in his record book the words of "Mary had a little lamb" and merely had it initialed, as usual, by the head.

Not apocryphal, however, is the tale of a teacher of French who one week invented the new course *Les Grenouilles d'Aujourd'hui* by Tennyson and Kermat.

Encouraged by the head's unexpected acceptance of this, he proceeded to announce the teaching of the song "by the author" Kermat. The essay topic "L'inspecteur Chouette et le Panthère Rose" was quickly followed by a discussion on "L'importance de la langue pour l'économie française" and the teaching of the colloquial expressions "Fragrante et non facile" and "Tirez l'autre, il se des cloches". The perpetrator then moved on to another school.

## No 91 CROSSWORD by Rufus



Across  
1 Treatment of mother's  
2 Drop many tears (5)  
3 The speed at which we  
4 Not (6)  
5 This dance can go all  
6 Field place in the rush  
7 (7)  
8 A creature hard to get  
9 He is entitled to a  
10 (4-2)

Down  
1 Opposite heroic than  
2 (5)  
3 May it enable women  
4 at the end of the  
5 (6)  
6 (7)  
7 (7)  
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## THE TIMES Educational Supplement

## Ministers draft £25m student loans programme

by Biddy Passmore

Initiative loans scheme for students has now been agreed between the Department of Education and Treasury and seems a very likely date for inclusion in the next Conservative Manifesto. But then appear to be losing

the loans scheme, which would cost £25m a year initially, is to be funded by a Cabinet committee

expected, it would replace half current maintenance grant with a new grant. The remaining grant would be means-tested but it has not been decided whether the Department of Education, or a new Ministerial Committee, or the Inland Revenue

will administer the scheme. Education ministers have managed to secure the Treasury's agreement for "sweeteners" including an extra £10m grant to be used in higher education who have to depend on discretion

grants. These include students' medical courses and those for law qualifications. The Treasury has not agreed to abolition of the parental contribution but it has agreed that the cost of the loans/grant mix to students should be reduced from 25

per cent to 15 per cent. The estimated cost of £25m in a year is lower than initial estimates because it is thought that

many students will not take up the Government loan and will prefer to use their parents or the bank instead. Treasury ministers have apparently accepted the need for higher spending in the short term to make the scheme more politically attractive - and because the government will start recouping the money in the 1990s.

The scheme will probably get through next week's committee but may encounter trouble in Cabinet, where "wet" ministers like Mr Jim Prior, the Northern Ireland Secretary, are likely to object that it would discourage poor students and be unlikely to prove a vote-winner.

There is also known to be strong opposition to the scheme among Conservative back-benchers, led by Sir William van Straubenzee, chairman of the Conservative education committee, and Mr Robert Rhodes James, the Prime Minister's link man between higher education and the party.

Nonetheless, a loans scheme now looks a much stronger candidate for inclusion in the next Tory Manifesto than vouchers. Work on the "radical" voucher scheme demanded by Sir Geoffrey Howe, the Chancellor, is said to be going very slowly in the Department of Education and it thought the idea may be allowed to die. Some plan to extend parental choice - such as a straightforward extension of the assisted places scheme - will probably have to be included to save face, however.

## Going alone as YTS agent

A local authority careers officer believes he can make a living out of running his own Youth Training Services project, Mark Jackson writes.

The officer, in the Greater Manchester area, is willing to give up his job to try it. He has put a formal proposal to his local Manpower Services Commission under which he would begin by taking complete responsibility for up to 130 trainees.

This would mean that he would draw around £250,000 a year from the MSC out of which he would have to find more than £170,000 to pay the trainees the current £25 weekly allowance.

He would also have to pay for 13 weeks off-the-job education and training plus the administrative costs of placing the youngsters on work experience with employers and monitoring their progress.

Meanwhile the MSC's chairman, Mr David Young, says that he has no objection to organizations or individuals becoming managing agents, and sponsors because they think they can make a profit out of it. But he doubts whether it could be practicable.

It is the first case I have come across that governors have expelled a child of this age," he added.

The expulsion came after her mother, a parent governor at the school, refused to let her daughter be referred to an educational psychologist for assessment and placement in special education.

She declined to comment on the case, but Mr Jan Luba of the Stockwell and Clapham law centre, who assisted her at the hearing, said she believed her daughter's behaviour was no more difficult than that of any ordinary child. For this reason, she would not let her be referred to a psychologist.

The expulsion was bitterly attacked by Mrs Jean Bernard, the co-opted black vice-chairwoman of the schools subcommittee of the Inner London Education Authority and a Haseilrige governor.

A spokesman for the local divisional office of the ILEA said it was seeking an early meeting with the mother to arrange her daughter's transfer to another school. In the meantime, she would be offered home tuition.

"I feel they want to embarrass her because she is a parent governor. If my child were at the school I wouldn't trust any of them ever again."

Ms Bernard said she was determined to take the matter further. She would raise it within the schools subcommittee.

"Black people have been criminalized already. They don't want to be sectioned as mentally ill as well," she said.

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## Nuclear war CSE planned

A CSE exam on the threat of nuclear war is being planned by a group of teachers and scientists.

The proposal is the result of collaboration between Teachers for Peace, an offshoot of CND which claims around 1,000 members, and Scientists Against Nuclear Arms, a 300-strong group that advises the Greater London Council.

Mr Bryson Gore, a PhD student and member of the London committee of SANA, said that the syllabus would be questioning the reliability of Government statistics about the balance of nuclear weapons in Europe. It would also challenge official claims about the effectiveness of civil defence plans for nuclear war.

Theories about how to achieve world peace and an examination of how the nuclear threat affected people's personal lives would also be covered, he said.

Miss Hilary Lipkin, coordinator of Teachers for Peace and a primary teacher at Primrose Hill school in London, said that there was a real problem in getting coverage of nuclear issues within the traditional school curriculum, especially in science.

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## PLATFORM

## The centre cannot hold

Power is a funny thing. It has a marked tendency to come to pieces in one's hands. An illustration of this emerges in the running attempt of the House of Commons Select Committee on Education to draw from Sir Keith Joseph, the Education Secretary, the extent to which Government-inspired cuts in educational expenditure are threatening the capacity of local education authorities to fulfil their statutory duties.

What initially caught the MPs' attention (and the headlines) was Her Majesty's Inspectorate's judgment last year that four particular authorities were giving cause for concern and the admirable stubbornness of Miss Sheila Browne, the Senior Chief Inspector, in refusing to break her word that the inquiry was confidential and say which they were. The MPs found this behaviour puzzling and frustrating.

The story has other lessons, however, among the most interesting of which is the paradox that those who seek greater power and control end up by losing it. The point can be very briefly stated.

Under the 1944 Education Act, the bodies responsible for providing education are the local education authorities. The overall duty of the Secretary of State, "to promote the education of the people of England and Wales", is met by his securing "the effective execution by local authorities under his control and direction of the national policy for providing a varied and comprehensive educational service in every area". The ways that he exercises this con-

trol and direction are spelled out in later sections of the Act. One of these is Section 99, which says that if the Secretary of State is satisfied that local education authorities (or any school governors, come to that) have failed to discharge any duty imposed on them by the Act, he may declare them in default and give them directions, enforceable by mandamus.

This was the power that MPs were concerned about. They had been led to believe, by an inspector's report, that there were four local authorities which were in danger of failing in their statutory duties because their spending on education was insufficient. Now one would have expected that if there were such a danger, the Secretary of



**Tyrrell Burgess (above) argues that school standards will continue to decline so long as the Government persists in its philosophy of weakening the l.e.a.s by starving them of cash and condones the meddling of the Education Secretary in local decision-making**

State would be among the first to be alive to it, would take steps to avert it and be proud to account for these actions to the House of Commons. A satisfying sense of duty done is something Secretaries of State too rarely have the opportunity of feeling.

Unfortunately, the Secretary of State has cut himself off from these satisfactions. He is a member of a

Government which has taken increasing control over local government spending and means to take more. His brother of the Environment determines in detail what he thinks local authorities ought to spend and what they ought to raise in taxes, and he penalizes those authorities who make different decisions from his own. Sir Keith Joseph's own department proposes

to take this further by establishing a specific grant for education designed to give the Secretary of State more control over detailed education spending in each local authority.

The consequences of these increased central controls are interesting. They ensure, for example, that decisions in local government bear less and less relation to the actual circumstances of an area or the wishes of the people who live in it. This is expected, and even intended, by central Government, because central Government has decided that on this issue it is bound to know best.

There is another consequence, however, which is unexpected. It is that if a Secretary of State controls in detail the spending of local au-

We used to have, in other words, a Secretary of State who could not be a guarantor of the local authorities' performance of their duties, backed by Her Majesty's Inspectors reporting to him. He no longer fulfils this function. Maintaining standards, not to say still has) but because he has no additional, and improper, power to do something else.

The authors of the Education Bill were wiser than the present Government. They knew that a rational decision could not be made like education, which must respond to local wishes and circumstances. But they did allow local authorities to provide a service, and gave the Secretary of State the overriding duty to ensure the local authorities provided an effective and comprehensive service.

By contrast, the present Government is undermining the capacity of local authorities to provide a service, by taking away their financial base and their accountability to their electors. This decision, taken at only the meeting of the structure working party to have been held during a two-year period, means they will bridge the considerable gaps between both sides' proposals over the next 12 months.

It is just one more example of the mechanism through which less centralization leads to less and continuing decay.

*Tyrrell Burgess is a reader in the Department of Social Institutions at North London Polytechnic.*

After two years, salary review working party runs out of steam

## Talks hitch puts brake on pay decision until after Easter

by Richard Garner

Two years after a working party was set up to review the current pay structure, there is still much to discuss in "for any changes to pay scales to be introduced this year."

Teachers' leaders and representatives of the local education authorities have therefore decided to put the current pay structure to one side after Easter - ie after they have agreed an agreement on this pay negotiations.

This decision, taken at only the meeting of the structure working party to have been held during a two-year period, means they will bridge the considerable gaps between both sides' proposals over the next 12 months.

It is just one more example of the mechanism through which less centralization leads to less and continuing decay.

ture talks following the tabling of the claim. The employers suddenly showed a surprising sense of urgency to reach agreement on structural changes when the Burnham committee, which negotiates pay, met for the first time this year to discuss the annual pay claim.

However, the proposals the management panel put to the working party meeting last Wednesday were radically different from those of the teachers.

It wanted to set up working parties to consider the different ways in which the pay scales could be altered.

One of these would assess the criteria and procedures for judging individual teachers' quality of performance - both for deciding whether they should be able to move on from a newly-established entry grade for the profession and who should be able to move up the pay scales at an accelerated rate.

A second working party would examine the duties and responsibilities required of teachers on the different pay scales.

After last week's talks, the unions said the meeting had been "fairly productive" and the management said the discussions had been "amicable". But Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side, said there had been "too much to discuss in too little time" for agreement to have been reached during this year's pay negotiations.

Now that the structure element had been deleted from this year's pay claim, negotiations on the teachers' claim for a "substantial" rise have begun in earnest with a meeting of the Burnham committee yesterday.

Before the meeting, Mr Jarvis was adamant that the teachers wanted an increase which was more than the current level of inflation as part of an attempt to restore teachers' pay to "proper professional levels". The teachers were therefore looking for a better deal than the local authority manual workers - who have settled for an increase of 4.78 per cent.

## Tories launch sixth-form poly plan

A curious reorganization scheme involving specialized comprehensives feeding into a "polytechnic sixth-form" has been devised by Plymouth Conservatives as the answer to their city's educational problems.

The plan, for implementation in 1986, has already won the unanimous backing of the ruling Conservative group on Devon County Council and goes to the schools sub-committee in 10 days' time.

It has been provoked by the need for urgent action in the unreorganized west of the city, where parents are using their freedom under the new Education Act to opt out of secondary modern schools and into the new purpose-built comprehensives on the city's outskirts. School rolls are in any case expected to drop by a fifth by 1991.

But the five grammar schools in the area remain prestigious and achieve good results. Plymouth Conservatives recognize it would be unwise politically to abolish them as part of a comprehensive reorganization - and it would be unlikely to secure Government approval.

A group of five councillors led by

Dr Vernon Williams, dean of the College of St Mark and St John, has drawn up a hybrid plan. This retains four out of five grammar schools but upgrades seven of the secondary modern schools into 11-16 comprehensives.

All parents in the Plymouth area would be able to put their children in for a new high school entrance exam for the four grammar schools but the compulsory 11-plus in West Plymouth would end. The 11-16 comprehensives - each four or five form entry - would specialize to a particular area of technology to avoid duplicating resources and, it is hoped, to make them more attractive to parents.

The specialists are: science, technology and environmental studies; information technology and the arts; craft design and technology; language and communication technology; and world studies and natural studies. All 11-16 schools would provide the same core curriculum for 70 per cent of the time but would concentrate on their specialist areas increasingly from the age of 13. Their curriculum would be coordinated by an academic board.

Pupils could then go on to a new "polytechnic sixth-form", expected to have about 350 students, which would continue with the specialist areas of technology and would be heavily influenced by Plymouth Polytechnic. They could also go on to the sixth-form of the neighbouring Devonport High School or Plymouth further education college.

The £3m plan is the latest in a series of reorganization proposals for Plymouth. An earlier scheme for an "express college" for the top 2 1/2 per cent of the ability range was defeated by heavy parent and teacher opposition although other parts of that reorganization plan are already being implemented.

If this plan is approved, it will mean the end of secondary modern schools throughout Plymouth. It is by no means certain it will find favour with Sir Keith Joseph, the Education Secretary, and his officials but Devon councillors were hopeful this week it would strike a welcome chord at the time of the New Technical and Vocational Initiative.

## Campus concern over penalties

Prospects for would-be university students grew dimmer this week with the news that the University Grants Committee has penalized seven universities for admitting too many students last autumn.

Hull, Dundee, Heriot-Watt, Swansea, Cardiff, Keele and Essex have been fined a total of £250,000 because the committee claims they are failing to cut numbers quickly enough to reach the set targets by 1983 or 1984. The grant reductions described by the UGC as "nominal", are meant to persuade universities that the targets are to be taken seriously.

The universities concerned were smarting under the indignity of their treatment this week. Some, such as Heriot-Watt and Swansea, overshot their planned intake because too many candidates who have not yet got a conditional offer face very steep demands.

Keele, fined £20,000, disputes the UGC's judgment that it is off course for its 1984-85 target. Dr David Harrison, vice-chancellor, stressed that the UGC had never set any targets for last year's intake. According to Keele's own calculations, which allowed for its complicated mix of three and four year

courses, last year's intake of just over 700 kept the university on course.

"The UGC don't tell us why we've transgressed, what the target was or how they calculated the amount to be deducted," Dr Harrison said. He intends writing to Sir Edward Parkes, the committee's chairman, to complain.

Bradford and Salford, two of the worst hit universities in the current round of cuts, have been told they are not to lose any more money as a result of their level of admissions last year.

## Delay part-time degrees until UGC move

by Karen Gold

Universities should beware of experimenting with continuing education until they have received the University Grants Committee seal of approval, Mr Edward Parker, Salford University's pro-vice chancellor, has warned.

"If we are going to go launching off on part-time first degree courses with great enthusiasm, but we don't have this as a criteria of importance in the UGC, it will be cut, it will be lashed, it will be beaten to the ground," he told the conference held at Goldsmiths' College, London, with Birkbeck College and co-sponsored by the THES.

Professor Randolph Quirk, vice-chancellor of London University, said that although some university

enthusiasm for part-time mature students was linked to the decline in the 18-plus age group, academics were genuinely keen on continuing education. "There is a great deal more flexibility in the academic mind now than I have ever known", he added.

The conference might be seen as "the beginning of the beginning", on the road to lessening the divide between those who participated in education and those who did not, Dr Richard Hoggart, Warden of Goldsmiths, said.

"I hope in 10 years we will look back of this day and think it was an extraordinary, Neanderthal thing, very elementary."

● The Friends of Birkbeck Trust

have launched an appeal to raise £1,000 to ensure the survival of the college. Felicity Jones writes: Birkbeck College, part of London University, is noted for providing part-time evening degree work for 2,500 students who are in work or available for full time employment.

The College needs to fund more scholarships, improve facilities, promote short courses and to establish a centre for research and development in part-time higher education.

At a reception to mark the appeal launching Sir Keith Joseph, Education Secretary, has promised that any funds raised would not be subtracted from the college grant provided through the UGC. - THES

## NUT group to be wound up

Rank and File, one of the two dominant left-wing groupings within the National Union of Teachers during the past two decades, is being disbanded.

At one time Rank and File was the predominant voice on the far left of the NUT with Mr Dick North, a prominent figure in the group, sitting on the union's executive as an inner London member.

However, the breakaway Socialist Teachers' Alliance - formed a few

years ago - has now gathered momentum within the union, gaining two members on the NUT executive: Mr Bernard Regan (inner London) and Mr Ken Jones (outer London).

Over the past few months it had become evident that only teachers who were also members of the Socialist Workers' Party had remained within Rank and File.

It has now been decided to form an SWP group of NUT members.

## NEWS

## Setback for Exams Council

by Sarah Bayliss

An embarrassing hitch in plans for the new Examinations Council has taken the Department of Education by surprise.

The council, whose membership was announced last week and which is to be entirely funded by and the DES, was due to begin its work from April 1 in new premises at Notting Hill Gate in West London.

But, the signing of a contract on the building, called Newcombe House, has been abruptly postponed after a warning to the DES that the price is too high - by between £40,000 to £50,000 a year.

The warning comes from the Conservative-controlled Association of County Councils, which has commissioned its own valuation. It is understood that the original contract price was £215,000 a year, with the tenants paying for redecoration and re-planting. But the ACC valuation totals £185,000 a year with the landlord paying for inside improvements - making a £40-£50,000 difference.

The ACC, which was privately furious when Sir Keith failed to consult them on the abolition of the existing Schools Council, expects to find in part the new Curriculum Development Council sharing the premises at Newcombe House.

In a letter to Sir Keith, Mr Alistair Lawton, chairman of the ACC's education committee and himself an expert in property, points out that the valuation by one of its member authorities is much lower than that accepted by the DES from a commercial valuer.

Referring to the costs of the Curriculum Development Council Mr Lawton said, "We owe it to our members to get the best possible deal. It is up to the DES to arrange for a third opinion."

A spokesman at the DES said a third valuation had been made but its findings were not yet available. The official starting date had been shifted until after Easter, he added.

The membership of the new council under the chairmanship of Sir

Wilfred Cockcroft, is: Professor Allanston, Head of English, University of Birmingham; Daniel, Headmaster, Comprehensive School, Mr L P Price, Personnel Officer, GEC Telecommunications, R P Harding, Chief Executive, Keohane, Principal, Oxford of Further Education; Dr E by, Director of Research, Electronics; Mr J L Lewis, Science Master, Malvern Lady Parkes, Chairman, Diocesan Board of Education; D Pearman, Chairman, Committee, Wakefield; Council; Professor A. P. of English Department, Hull; Mr D J. Randolph, Secretary, East Midlands Education Council; Dr Margaret R. Principal, St Hilda's College, Oxford; Mrs Judith Walpole, Councillor, Norfolk; and Mr D Williams, Headmaster, School, Wiltshire.

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The membership of the new council under the chairmanship of Sir

## Supervision: heads step up pressure

by Richard Garner

Headteachers have told Sir Keith Joseph, the Education Secretary, that they must "face up" to his responsibility for dealing with the problems surrounding lunchtime supervision in schools.

The Secondary Heads Association have pointed to "the deteriorating state of affairs". This comes in letters sent to Mr Alistair Lawton, chairman of the Association of County Councils' education committee, and Mrs Nicky Harrison, chairman of the Association of Metropolitan Authorities' education committee. Copies of the letters have been sent to Sir Keith coupled with another letter telling him the final responsibility rests with him.

The SSHA says it has warned its 350 members that local education authorities must be told they are responsible for providing safe conditions



Alistair Lawton Nicky Harrison

tions in schools at lunchtime. "It says there are three ways out of the present deadlock:

● Altering the shape of the school

● Paying overtime to teachers to get them to supervise; or

● Employing enough teachers to allow those who supervise to have time off in lieu.

The association warns that until one of these ideas is implemented

head who are not provided appropriate facilities and staff, they are running risks which are liable for very substantial damages if a case is brought against them by the parents of an injured child."

The letter adds: "The proposition of an authority which has been so warned would be to the head to close the school at the midday break. If they do issue such an order, it is a must accept the consequences."

Negotiations over the proposed lunchtime supervision in the body which discusses teachers' conditions of service, with the reached stalemate, with the teachers calling for a pledge

teachers that they will undertake lunchtime supervision.



Little time

## Labour Scots want radical changes

By Biddy Passmore and Neil Munro

Graduate work in Scottish universities would come under the control of a Tertiary Education Council under plans announced by the Labour Party this week.

This is the most surprising proposal to emerge in the Scottish education programme for the next general election, set out in a document which is to be discussed at a conference in Perth this weekend. Postgraduate work would be placed under the control of a University Council.

Mr Martin O'Neill, Labour's education spokesman, denounced the proposals as "the most radical and radical" state of affairs in the Scottish people."

He plans to delay replacement of the Scottish equivalent of the 11-plus with a three-tier system, known as the "Dunning" programme,

would simply cause further confusion in the third and fourth years of secondary school, the document says, and could mean that 14 to 16-year-olds would end up following three quite separate courses.

The document proposes a 12-month moratorium on all developments affecting the 14 to 16 age group to allow time for a rethink.

It states clearly that "O grades have 'outlived their usefulness' and that the party remains committed to a radical reform of the curriculum in the middle stages of the secondary school. It implies that a Labour government would ditch Munn and Dunning in favour of courses similar to CSE mode 3, with an assessment of pupils' non-academic achievement in profile form.

Labour's document is much firmer on the areas of education which are now non-compulsory. It echoes national commitments already approved by the party conference:

nursery education on demand from the age of three and a two-year entitlement to education or training from the age of 16. Also repeated in the document are pledges to ban corporal punishment, and all state support for private schools and an entitlement to one year's education for all over 18.

But on one point it appears to go further than agreed party policy. While the document pledges restoration of all cuts, it says the universities will only get their previous cash limits restored if they discriminate in favour of working class students and open themselves up to mature students and the community.

Gaelic teaching would get a boost with the establishment of an absolute right to be educated through the medium of Gaelic in the Gaelic-speaking areas and an obligation on authorities in other parts of Scotland to provide Gaelic teaching where a "substantial majority" want it.

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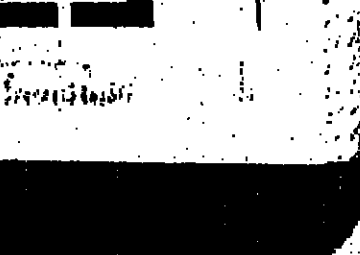


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# NEWS

## Sex problems





## NEWS

## L.e.a. admits some substance to teacher's claim. Nick Wood reports

### Inquiry demanded into cheat charge

Northamptonshire education committee has tried again to stem allegations that cheating took place during a CSE English literature exam at Deanshanger School in 1974.

The nine-year-old controversy was recently reopened when former pupils freely admitted that they had "cheated". Their teachers had allowed them to "doctor" essays for their exam folios, they said.

Several councillors joined with Mr Raymond Gray, head of English at the time who was sacked after first making the allegations, in demanding an inquiry into events at Deanshanger (TES, February 25).

For the first time, the authority has officially admitted that there is some substance to Mr Gray's claims. "Some of the weaker pupils were given the opportunity to amend their first drafts in the light of the teachers' comments," Mr Jack Morrish, the education committee chairman, said.

But this was excused by the "special administrative circumstances" operating at Deanshanger. Mr Gray's year's absence on secondment had necessitated staff changes; the books and poems he had chosen for the group of 54 pupils were "difficult", and he had not started the candidates on their essays for

the literature folio in the fourth year, which meant that teachers who took over from him were faced with cramming five terms of work - 16 essays - into two.

But there was no "cheating or doctoring", Mr Morrish said. At no time was there any intention to deceive, and all the folios contained reports from the teachers "giving details of the help given and indicating whether there had been any opportunity to improve rough drafts."

Mr Gray disputed Mr Morrish's account. Candidates who got high grades rewrote corrected drafts of their essays and the same books had been used the previous year with "good results and no complaints." Essays were being written while he was in charge of the group in the fourth year, Mr Gray added.

"I continue to claim that serious malpractices took place at Deanshanger in 1974 and that I was sacked for 'blowing the whistle'. This was a proper and reasonable action for me to take."

"Only a thorough inquiry can examine the evidence that the courts so far decline to look at. The county council and the examinations board have spent large sums of money avoiding the inquiry. Many have been deceived, not least the county councillors," Mr Gray said.



Raymond Gray holding some of the alleged "corrected" exam papers.

Mr Morrish reiterated an earlier statement from the education committee which said that Mr Gray's allegations about cheating had been fully investigated at the time by the East Midlands Examinations Board and had been aired at subsequent tribunals and in the courts. No "fresh evidence" had been produced.

People in the county could have "confidence" in the CSE, he added. "The regulations of the examinations board are observed in all our schools and the marking of examination work is carried out fairly and conscientiously. Members of the education committee and the county council, who have been given a presentation on the working of the CSE in Northamptonshire schools, are satisfied this is the case."

But two councillors, who have been pressing for a full inquiry into the allegations, said that they were not entirely convinced by Mr Morrish's statement.

Mr Ian Miller, a Liberal, wanted to know why it had taken the authority eight years to "come clean", though he acknowledged that it has CSE. If Mr Gray has concrete evidence to refute the charges being made against him personally, there are grounds for another investigation, he said.

Mr Keith Ward, a Conservative, said the authority appeared to be shifting its ground. After saying that Mr Gray's dismissal had nothing to do with his allegations about cheating, it was now suggesting that Mr Gray's performance as a teacher was linked to the way the exams at Deanshanger were conducted. "The

## Call for care review

by Virginia Makins

A thorough review of the care of children in care is being called for by the House of Commons Education Committee.

That is the view of the Education Committee of the House of Commons, which has set out in its evidence to the House a series of recommendations for a review of the care of children in care. The committee is concerned that the current system of care for children in care is not working well and that there is a need for a thorough review of the system.

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## Nick Wood on a timetabling experiment designed to combat disenchantment among fifth-formers

It is a Friday lunchtime in Brook School, an 11 to 18 comprehensive school on the south side of Sheffield. Mrs Margaret King, a commercial subjects teacher, sits in the staffroom and admits she is too nervous to eat her sandwiches.

Nothing strange in that, of course. Staffrooms up and down the country are full of teachers picking over their bread and cheese while they gloomily contemplate the last, weary lap of the week, especially if, like Mrs King, they are down to face the fifth form.

But horses, rather than rowdy teenagers, are the source of Mrs King's private terror. As one of Brook's "Day 5" team she is accompanying a group of 17 girls to the nearby Wentworth stables. Later this month she will take them on a weekend's pony trekking in the Wye Valley, so she simply has to master her fears.

Already, she's overcome the first hurdle, in the process becoming an unlikely heroine in the eyes of her pupils. On the first day at the stables, Mrs King, who normally handles anything more frisky than a typewriter, tentatively took the reins of her mount. They never left the paddock. Seconds later she was lying full length in the most unappealing fluid. Blood was pouring from her face.

"It was amazing. All the girls came rushing over. They were really worried. I never realized they cared so much about me... The instructor told me I had to get back on the horse straight away or I'd never do it. It'd been on my own I'd have gone home and cried, but I had to do it for the kids."

Since then Mrs King has talked to her girls about her fears. In the jargon, this would be categorized as "building up two-way relationships". She puts it more simply: "The girls have learned it's OK to be frightened."

Mrs Elizabeth Battye, a religious education teacher and another of Brook's "Day 5" team takes up her colleague's point.

"You share a lot of yourself in a way you would find difficult in a classroom. Day 5 children know more about me as a person than they ever would from life in a normal classroom."

In the afternoon, she's stretching herself on the badminton courts at the city's Dronfield sports centre, together with more of the school's 200 fifth-formers.

All of this makes it sound as if Brook has jettisoned the traditional academic curriculum, scrapped exams and struck out for the Nirvana of like-inspired de-schooling. The truth is rather more prosaic.

Since September, the school has drawn together all its non-examination activities into a single day and Friday, the experiment, which is confined to the fifth form, will continue next year but it has not, and will not, affect the amount of time devoted to exam classes. These are squeezed into the first four days of the week, leaving Day 5 free for a range of options as diverse as a multicultural course and outdoor pursuits.

Originator of the scheme is Mr Keith Pollard, the headmaster, who took over Brook, a middling suburban comprehensive, in 1978.

The points are included in a report on women in the labour market, put out by the TUC's Women's Advisory Committee.

It also suggests 13 ways in which the education system could be made more equal. These include in-service training for teachers, improving promotion prospects for women teachers, widening career opportunities and more education grants for women.

Women still only make up 10 per cent of day release students on TOPS courses they are heavily concentrated in short-hand, typing and clerical courses, which have severely cut back. The number of such courses completed by women fell back by 22 per cent during the year 1980-81, the report says.

It was launched, chairman of the TUC's Women's Advisory Committee, and will be presented at the week's TUC Women's Conference in Scarborough.

Collecting reference material for art and the built environment course.



## Groomed for the 1980s

urban comprehensive, some six years ago with the brief of expanding it and transforming its dusty curriculum.

The idea came to him one autumn afternoon while tramping across Kinder Scout with a group of pupils and physical education staff. In return for more time for such adventures, would the burly mountaineers be prepared to work with the sensitive souls in the social education unit? With a breathless affirmative, Day 5 was born.

The task of putting all this into practice fell to Mrs Audrey Ackroyd, an assistant head teacher. From March to July of last year, she organized a string of meetings with interested staff, eventually forming the team of 18 volunteers to teach the course, and kept parents and pupils informed.

This is how she outlined the reasons for Day 5 - which takes in all fifth-formers irrespective of academic ability - in a letter to parents last June.

"During this academic year, particularly in the second term, we have become aware of more than the usual amount of unrest, disenchantment and disaffection among large numbers of our fifth-form pupils and also a feeling of helplessness among teachers to do anything to eradicate the causes, many of which are in society at large."

"Many have also felt that the whole concept of careers education and education for life in which paid work was taken as the norm was being challenged by the economic realities."

So the building blocks for Day 5 were identified: the 70 minutes apiece that the school already allocated for physical education, religious education, social education and careers. Strung together they amounted to a day's teaching and out of them grew the nine day and half-day options that Brook has laid on this year - outdoor pursuits, Dronfield sports centre, individuals and culture, social education, religious awareness, journalism, art and the built environment, horseriding and community placement.

It all kicked off last September. A nine-week taster course in which every youngster tried all of the available options was set up to overcome preconceived likes and dislikes - evidently with some success.

The two-term course - public exams virtually put an end to Day 5 after Easter - has also included a number of all-day sessions that have involved the whole of the fifth form. Mrs Ackroyd picks out one as the highlight of the scheme to date.

Strangely, it was born out of one of Day 5's failures. Fridays are fine for launching residential activities such as skiing trips intended to extend through the weekend, but they are not the time when employers are prepared to throw open their factories and offices to youngsters seeking work experience.

Brook's answer was to bring industry to the school and a full day was set aside for a "trade fair" when the year group was split into 15 groups, each with a teacher and businessman to advise them on the research, development, design,

manufacture and marketing of a product. In the afternoon everyone piled into the school hall and each group had to sell its wares to sceptical buyers armed with £1,000 apiece.

"I've never experienced anything like it," Mrs Ackroyd says. "It was very informal yet those kids were riveted for two hours because each group had to send people up on to the stage to sell their product in a slot lasting just a few minutes."

Of course, not everything about Day 5 has gone so well. The school has yet to devise a reliable method of registering pupils, especially when they have to travel independently to activities such as fieldwork and the sports centre - though truancy

doesn't appear any worse. Only rudimentary methods of recording the achievement and progress of pupils have been devised. And the lack of any input from the science department means the current content is restricted to the arts, humanities and games.

Inevitably, there are worries about money. Initially, Brook set aside £500 from its capitation for the experiment and this has been boosted to £1,000 by Sheffield education authority, which has proved an enthusiastic backer. Staff wonder if, when the novelty wears off, the cash will be so forthcoming.

More fundamental, as Mrs Ackroyd concedes, are divisions among the staff. Those involved have nothing but praise for Day 5, saying it has helped children to "blossom" and improved their approach to more conventional lessons. But deep within the recesses of the staffroom are the "hardliners" who believe the school would be better advised to put more time into its exam effort.

Not so the parents. A survey of their attitude to Day 5 revealed only two who disapproved. Nor, apparently, the pupils.

"Makes a change," said the lanky youth I quizzed on a survival course deep in the woods adjoining the school. Then he went back to trying to light his shavings and soggy bracken.

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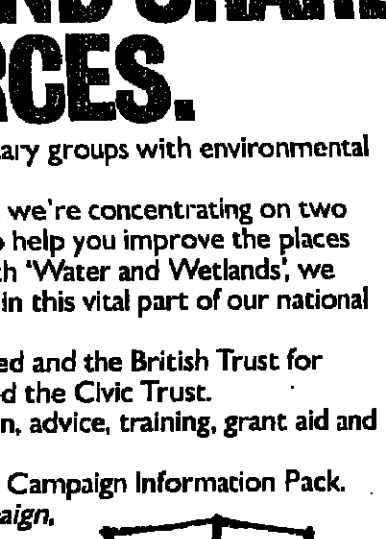
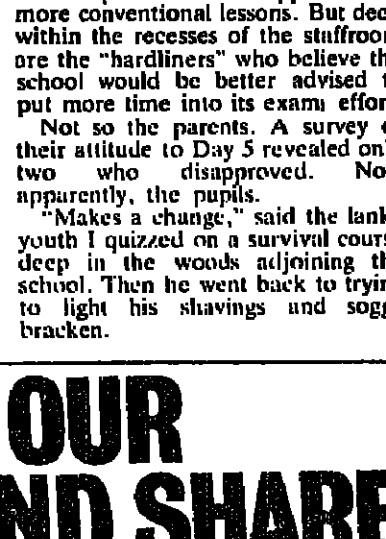
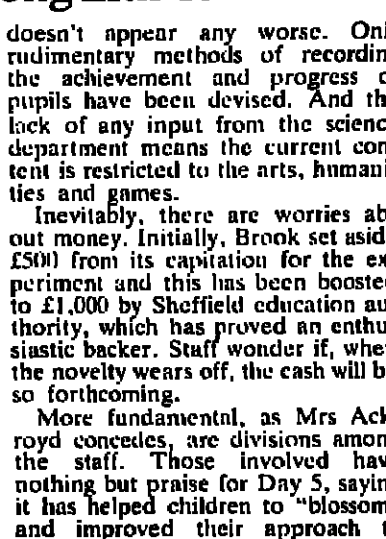
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## NFER recommends reduced teaching load for new college staff

Every new member of staff at a further education college should have to follow an induction programme, says a report from the National Foundation for Educational Research.

Based on a three-year research project, the report also recommends that lecturers new to further education should have a reduced teaching load during their first year. It suggests that teacher trainers should also be practising FE teachers.

At present, no teacher training is legally required of further education teachers and about half the country's 61,000 full-time staff in FE colleges have not had any. The Advisory Committee on the Supply and Training of Teachers proposed

last month that existing courses be developed into a coherent system leading to a requirement that all FE teachers be professionally trained.

No matter the age, experience or seniority of new staff, an induction programme should be written for them, the report says. The programme should begin with a short introduction to college administrative procedures, personnel, and both formal and "unwritten" regulations. This could take up one or two days and be followed by a formal induction to teaching.

Inside staff development by Judy Bradley, Rosemary Chesson and Jane Silverleaf, NFER-Nelson, Darville House, 2 Oxford Rd East, Windsor, Berks. £7.95.

## Best bet for campus place

The easiest way to get into university in 1981 was to study education, according to university statistics this week. Most difficult were veterinary and medical schools.

Figures showed that of 1,383 students admitted to study education, only 551 had three or more A levels. But of 341 veterinary students only two gained admission on the strength of only two A levels.

Two A levels were introduced as a minimum requirement for student teachers in 1981. It was a year of sluggish recruitment to teaching, public sector institutions on average attracting nearly 40 per cent lower than their target intake.

University statistics, 1981-82. Universities Statistical Record, Central Record Office, PO Box 40, Cheltenham. £7.50.

## NUT leaders win day on expulsions

by Richard Garner

A branch of the National Union of Teachers which faced being "outlawed" has changed its mind about ignoring a union decision.

Members of the Southwark association of the NUT were being recommended by their officers to ignore the union's decision to expel Leon and Mr Gil Lowenstein - and suspend three others for a year for their part in organizing unofficial protest action.

However, the union's executive agreed to warn the association that if it went ahead with the move, the right to send delegates to the NUT's annual conference or take any decisions on behalf of its members would be removed.

The union sent copies of its warning letter to all schools in the area and - as a result - the motion was defeated at a well-attended annual general meeting last Thursday.

Mr Alf Budd, the union's president, said the letter had been sent "to get Southwark back on the constitutional path". He said the association should exclude the five members from their meetings in line with the disciplinary panel's decisions. But it was open to the two expelled teachers to apply for readmission.

Mr Mike Loosley, secretary of the Southwark association, said he had threatened to resign if the move to ignore the suspensions and expulsions had been approved.

He added: "It has all blown over now. We agreed to follow the union advice. I think the decision of Hamilton House (the union headquarters) was rather crucial in us reaching our decision."

The NUT disciplinary action was taken for the part played by the five - who were then all officers of the Southwark association - in organizing a half-day stoppage to protest at the threat of compulsory redeployment facing inner London teachers.

## Timetable clash forces sex bias, says survey

by Hilary Wilce

Two local authorities have modelled towards providing more equality of opportunity in schools for boys and girls.

Birmingham teachers are to submit a report on the problems of providing equal opportunities following a meeting between Mr John Crawford, the city's chief education officer, and local teacher associations.

At the meeting, the teachers presented evidence from a survey of primary and secondary schools carried out by the Birmingham association of the National Union of Teachers.

Ms Barbara Taitton, the vice-president of the association, said that the survey showed that single-sex schools offered quite wide curricular choices, but that mixed schools often retained hidden discrimination.

Traditional options such as needlework and craft tended to be timetabled against each other, channelling boys and girls into sex-stereotyped choices. "Then in some schools you can't do technical drawing in the fourth year without having done metalwork further down the school," Ms Taitton said.

Ms Taitton said that the survey showed that single-sex schools offered quite wide curricular choices, but that mixed schools often retained hidden discrimination.

The survey found fewer problems in primary schools, although some evidence showed that boys and girls were unnecessarily separated at times, and that in physical education boys played football while girls played netball.

In Devon, a working party convened by the local authority on the provision of equal opportunities in the secondary school curriculum has recommended that each school should review its curricular provisions, in particular looking at attainment in maths, sciences and crafts.

The report also suggests that schools should ensure that books and teaching materials should maintain a balanced approach, and that the practicality of teaching maths, science and technology in segregated



Collecting reference material for art and the built environment course.



## NEWS

## Experts divided over value of special needs Act

by Diane Spencer

The Education Act for children with special educational needs will mean more paperwork for teachers and other professionals, an educational psychologist said this week.

Mr Geoffrey Bookbinder, from the Salford education department, said: "The Act will result in a great deal of professional time being spent in writing reports, compiling statements and attending meetings to make recommendations, for which there will be inadequate provision."

Writing in this month's issue of *Special Education: Forward Trends*, the journal of the National Council for Special Education, he said the recommendations made for the children will be nullified in practice.

"The people who should put them into effect and monitor them will be too busy writing and attending meetings about them." The number of statements, forms and files will look good from the viewpoint of bureaucracy, but the needy child will continue to suffer, he claimed.

Mr Bookbinder also argued that difficult pupils would not benefit from the Act, and handicapped children would continue to be segregated, as schools will make the excuse that they cannot provide for their needs.

Dr John Welton, lecturer in edu-

cational administration, University of London Institute of Education, argued that the Act would have a more positive effect on the lives of handicapped children.

In the same journal and in his lecture given in London this week to the British Educational Management and Administration Society, he points out that parents now have rights to information and a role in decision making.

Professionals and local education authorities will now have to justify their decisions to parents and so become more accountable. Low-spending authorities could be forced to spend more on special educational needs if parents decide to take legal action under the appeals procedure, he said.

*Special Education: Forward Trends*, NCSE, 1 Wood Street, Stratford-upon-Avon, Warwickshire.

● The majority of children with special educational needs who are already in mainstream rather than special schools will gain nothing from the new legislation on special education, the National Association for Remedial Education claimed this week.



A happy face... but handicapped pupils still encounter segregation in class

## New MSC scheme offers 'best hope for future'

by Hilary Wilce

Strong support for the Ministry of Education's new training scheme for 14 to 16 year olds was given by a leading last week.

Mr Geoffrey Mellor, director of the Further Education Unit, said the scheme was "the best hope for the future" of preparation, and defended its funding by the MSC.

He was speaking at a mouth conference held in the findings of a five-year European investigation, into schools should prepare pupils for adult life. Experts from all over the world agreed that in the council agreed that a person should be prepared for personal, working and cultural life, and their responsibilities as citizens.

Mr Mellor said the new scheme offered the best hope for the country for fulfilling these aims. Direct funding through the MSC guaranteed that the money would be used for the pilot project, he said.

The idea of the scheme was to infuse the curriculum for 14 to 16 year-olds with work experience, and channel children into different careers.

He hoped that the more able would be involved, and that it was possible to include vocational training in the A level scheme.

An example of this, Mr Mellor said, was a girl who had a level sociology and economics, who had used her third year time to be tutored in the local services through work placement.

The London School of Economics had offered her a place even though she was not an academic because she was the only one who knew why she wanted sociology.

Eight features should be the development of vocational preparation, Mr Mellor said. They included one-year courses and vocational preparation backed up by general education and national published standard vocational objectives.

There was a need for improved work experience programmes, improved counselling, extension of social experience, and also important in the way of showing up an individual's talents and aptitudes through nationally accepted profiles.

Transition courses could only be any good, he stressed, if they were defined in detail, if they worked to acknowledged standards, if there was a national profile in content and standards, and if there was a teaching force geared to meeting the specific needs of the courses.

## Dilapidated city schools get facelift

by Sarah Bayliss

Every school and college in Leeds will get a fresh coat of paint every five years, according to budget plans announced this week by Mr Bernard Atha, Labour chairman of education.

Mr Atha said that the standard of maintenance had been turned around in the past two years, with £14m being spent on repairing roofs and heating systems, resurfacing playgrounds, on rewiring and renovation of old schools and on internal and external painting. Prior to this, schools had been allowed to deteriorate to a "disgraceful" extent.

Announcing this year's budget, Mr Atha said colleges of further education would be getting resources to stay open for a whole year to help the unemployed and that education maintenance grants and discretionary awards would be more generous.

Schools' capitation would increase by 5.6 per cent, worth £1.2m, and schools would be cushioned against the effect of falling rolls with pupil-teacher ratios actually improving. There would be extra nursery places and an enhanced community programme.

## Elite engineers sought

The Education Secretary is being urged to give the go-ahead to a new polytechnic course for "high-flying" engineering students.

The National Advisory Body wants the four-year Bachelor of Engineering course, which would be aimed at sixth-formers with the highest A level grades, to begin this autumn. It would be offered by four polytechnics - Hatfield, Newcastle, Plymouth and Portsmouth.

NAB set up to coordinate and improve the operation of the public sector of advanced higher education, is also providing Sir Keith Joseph with a tentative list of seven other

polytechnics which could operate the course next year. They are Brighton, Coventry, Kingston, Liverpool, Loughborough, the South Bank, London, and Trent.

NAB has now completed its task of examining about 70 courses proposed by the Government for approval. It is that 20 of the courses are to stop this year.

One of those reviewed in the formation science course at Loughborough. Its lack of support from women students was blamed on attend while the Yorkshire Ripper was at large.

## Nursery staff antagonistic towards researchers

Considerable hostility to researchers and their methods has been uncovered among nursery teachers and preschool workers by a Government committee set up to disseminate research findings.

Many practitioners felt that the research was inappropriate, according to Dr Judith Berry, who was employed by the committee for a year as a part-time research liaison officer.

She discovered this antagonism during discussions with practitioners on aspects of the £1m Government-sponsored research programme for under-fives which followed the 1972 White Paper.

The committee was established by the two Government departments most concerned, Education and Health and Social Security, and by the Social Science Research Council. It met over two years and had a budget of £21,000.

Dr Berry's appointment was its most unusual venture. She reports an extremely favourable response from most of the groups she talked to (mainly teachers, but also social and voluntary workers and some health visitors).

Her appointment has now been extended full-time until September 1983 and she can be contacted at the Child Development Research Unit at Nottingham University.

In its final report, the committee recommends that if funding bodies believe research should be of practical relevance, plans for dissemination should come in at an early stage. It found that many researchers were uninvited in dissemination, but were unable to do much because they had to wait straight on to other projects.



Children are aware of cultural differences from an early age

## Angela Neustatter on moves to head off playground racism

Playing up the difference

Playtime should not attempt to disguise racial differences, a conference in Birmingham was told last weekend.

It should bring out the differences by incorporating the various cultures, Mr Tom Shea, principal community officer for Haringey, said.

The conference, Play in a Multi-Racial Society, was organized by the London-based Fair Play for Children organization. It focused on the way children play together in an equal way, that they do not adopt stances or become aware of differences until late in life.

"There is an assumption that all children play together in an equal way, that they do not adopt stances or become aware of differences until late in life," Mr Shea told the conference.

"Children are aware of differences and of the way some cultures are superior, very young. They absorb what is in the atmosphere and the attitudes of their parents from the age of three."

He outlined the policies adopted in Haringey, during a workshop held for some 20 play organizers, which he believes are moving in the direction required. Starting with the structure of the council, they are working to change the unequal division of labour at the top with more from the ethnic minorities holding key jobs.

"It is obviously essential to have people from the different ethnic groups represented, working in play. It is no use a white person being a 'specialist' in all cultures. But a problem is that very often the ethnic group representative will be chosen for a special project or to bring some particular knowledge to a play scheme."

What we need is to have ethnic minority representatives employed in a day-to-day ordinary way," he added.

Chris Tibbett, who runs a workshop for people working with under-fives, said that many people believed small

children were not aware of racial differences and so it becomes a taboo subject.

"There is the feeling that to acknowledge it is to taint childhood innocence. But play leaders must realize that racism is affecting small children and that the subject needs taking in a sensitive way."

Director John Newing believed there was a growing feeling that racism was a problem which had to be tackled and that ways should be explored to make play a genuinely multi-cultural experience.

"A lot of attention has been given to racism at school level, but it affects children before they reach school. Our conference was held to look at how and why this happens and what can be done to combat it," he added.

Another conference is planned for later in the year.

## Survey highlights design failings DES architects favour larger middle schools

by Virginia Makins

Middle schools of 420 pupils or more are likely to offer children more, and to be easier to plan and organize, than smaller ones. The larger numbers make possible more teacher specialisms, and ensure there are enough pupils to make full use of specialist facilities.

This emerges from a study of 18 middle schools catering for pupils up to the age of 12 carried out by the Architects and Building group of the Department of Education and Science.

The group found a very wide range of buildings and facilities. Only five of the schools had changing rooms and showers. Nine schools had a suitable science space for 12 to 20 pupils, and two had no specific science provision at all.

Ten schools had some specialist provision for art and craft. In eight, art and craft had to happen in class bases in the traditional primary way, and two of them made no specific provision for the subject.

Three schools had a suitable space for half a class to do home economics, and four others offered facilities for groups of six to 12. The other 11 schools had only token facilities for cooking. In some schools younger children had less access than in normal primaries to specialist facilities because of space, organizational and timetabling problems.

Facilities went unused for much of the time in some schools because they were too specialized or teachers considered them too dangerous for children to use unsupervised.

One priority demand in the schools was for a special soundproofed room for music that could also be used for television, small-scale drama, and sometimes for French. Space for remedial and small group work was also necessary.

The Architects and Building branch team recommend that these should feature in designs for 8 to 12 middle schools. Showers and some privacy for older pupils changing for PE were also essential, as was a special space for noisy craft lessons, possibly linked to an area for light craft and cooking.

They recommend every pupil should have at least 1.8 square metres of general space for class or home base teaching. Under the 1981 school building regulations, this would leave 147 square metres for special spaces. The group conclude that "the smaller the school, the greater the ingenuity required by the designer".

*Designing 8-12 Middle Schools* is available free of charge from Publications Despatch Centre, Department of Education and Science, Government Buildings, Honeywell Lane, Stanmore, Middlesex HA7 1AZ.

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## SCHOOL TO WORK

## Tight monitoring of YTS promised



Richard Needham: sought assurance

MPs have forced a statement from the chairman of the Manpower Services Commission, Mr David Young, that maintaining proper standards for the Youth Training Scheme matters more than reaching its target numbers.

The MPs, members of the Commons Public Accounts Committee, are worried that the commission will ease up on its standards of training and further education if it has difficulty in finding enough places for 460,000 youngsters this autumn.

Their fears have been fed by a report from the Comptroller and Auditor General - summarized in last week's TES - showing that the monitoring of the Youth Opportunities

Programme has broken down repeatedly in the face of the need to expand the number of places.

But Mr Young, facing the committee for a second time within a week, told them that the expected monitoring to be much more effective in the YTS because it would be done through 10,000 managing agents rather than by MSC staff trying to supervise a much larger number of sponsors directly. And he said that the commission were "quietly confident" that they would meet the target for places.

He told the committee that the commission had already been promised 60,000 to 65,000 places by large companies and were negotiating for

another 20,500. There were, however, no figures yet for the smaller employers (on whom the MSC is relying to provide half the 300,000 "mode A" places under which sponsors take full responsibility for providing both work and training). He added that the MSC's advertising campaign had produced nearly 12,000 replies from employers.

But Mr Richard Needham, a Tory member of the committee, persisted: "I don't want to say anything to discourage you, but you are only one third of the way there with about six months to go. I would ask for an assurance that you will not ease up on standards of monitoring, and that if necessary you will accept fewer

numbers in order to stand by the quality of the scheme."

Mr Young replied: "My own view is that if the YTS is to be more than a quantity, it must be more than a quantity."

The final decision on the scheme will rest with the area boards, and anyone with a complaint to them.

Mr Young told the TES that his statement of intent to the Government's plan to provide a place for unemployed 16-year-olds dropped in order to maintain

## Military training project encounters major obstacle



Army of the unemployed?

Proposals to offer military training to school-leavers under the Youth Training Scheme could affect the Army's training and education programmes for its own 16-year-old junior soldiers. This appears to be a major factor governing the discussions now taking place between the Employment Secretary and the Defence Secretary.

The problems are far more complex than those involved in the proposal, rejected by the Manpower Services Commission a couple of years ago, that unemployed youngsters should be given work experience with army units under the Youth Opportunities Programme. This is because the YTS requires a full year of integrated work and training with specific learning objectives to be laid down for the trainees.

The 10,500 16-year-olds currently being recruited as service juniors

get an initial year of training which closely corresponds to some of the model patterns being put forward for the YTS. It includes spending 20 per cent of their time on education closely related to their training and to practical tasks, but covers what in civilian courses are called life skills communication, and various kinds of personal development.

About a quarter of the boys and girls are enlisted as apprentices in technical corps, and study for external qualifications. Among those taken by the apprentices and some others in the support services are TEC, City and Guilds, RSA, and O and A levels.

Many army trainers believe it would be difficult to bring in other 16-year-olds for a year and give them anything less than the programme already being offered to the young professionals.

But to do this for many thousands of additional youngsters would involve a big increase in the establishment of instructors and education officers and because military training is residential it would require a great deal more accommodation.

One way of offsetting the extra cost to the defence budget would be if the services were to operate as Mode A employer sponsors, who can

get a grant both for the extra intake and for their normal schoolers' intake and can pay all of the standard YTS allowance, which is covered by the grant.

For the services this could mean saving of around £25m a year up to their juniors.

The Department of Employment said this week: "All the options are under consideration."

## Unions can manage youth scheme

Trade unions will be able to become managing agents for the Youth Training Scheme and to sponsor employers taking on trainees.

The Manpower Services Commission's chairman, Mr David Young, and its director, Mr Geoffrey Holland, have both told the TES that they would welcome the proposal.

"It is open to any organisation or even individuals to apply, and the test will be whether they can show that they have the resources and ability to undertake the responsibilities," says Mr Young. "That certainly includes any union which may be interested."

This may have major implications in the Civil Service, where the union most directly concerned, the 240,000-strong Civil and Public Services Association, is still battling about lifting its ban on cooperation with Government schemes for the young unemployed.

Despite the urging of some of the union's leading officials its members' committee still fears that YTS trainees could be used to backfill the cutting back of staffing in Government offices. But some officials think that if the union itself became the managing agent for all YTS trainees in the Civil Service, the danger would disappear.

Edited by Mark Jackson

Government decision will lead to falling standards, claims ex-minister. Anne Corbett reports.

## The inspector vanishes

FRANCE

The recent decision of M Alain Savary, Minister of Education, that school inspections in future should primarily concern evaluation of the standard of education as a whole, rather than the performances of individual teachers, has raised an angry response in *Le Monde* from M Christian Beullac, the last Minister of Education in the Giscard government. This contributes to the heated pre-election atmosphere (the first round of the French municipal elections took place on Sunday).

Prefacing his article with a quotation from André Malraux "that our civilization is in crisis because there are no longer any supreme values", M Beullac maintains that the so-called reform of the general inspection (the national body) is in fact the Left's refusal to accept excellence and authority. He says that the inspectorate's role in maintaining quality has already been weakened.

During a period of rapid expansion, the competitive process by

which teachers are normally recruited for lycées and universities was not always adhered to (that, though he does not say so, was under right-wing governments).

M Savary's reform comes as the final straw: "Imprecise" and "undisciplined" according to M Beullac, it inevitably will lead to a situation in which inspection proper vanishes and teachers judge themselves.

"Every public service must be accountable. What would we say to non-accountable railway services and police? Is the future of our children of so little concern that we can hand the system over to the fantasies and the corporatism of the teachers' unions?"

M Beullac also castigates the recent Legrand report on comprehensive schooling, as typical of the "ultra-specialism of educational researchers working cut off from reality".

The reorganization of the inspectorate as described in an official Ministry of Education publication makes it clear that the minister does not want to abandon completely individual inspections (as some of the unions want). But it is essential, he says, that the general inspectorate should concern itself with aspects of school life which cannot be evaluated merely by looking at individual performance or subject teaching. The inspectorate needs to be able to evaluate new developments like interdisciplinary teaching and the projects which the Legrand report talks about.

One reform suggested is that inspectors should pay preliminary visits to schools before carrying out an inspection visit so that they can learn something of the school's particularities, and the individual inspection should be concerned with the teacher's work as a whole and not just performance with one class.

## Throwing out the old core

NEW ZEALAND

The New Zealand secondary school core curriculum could be in for a major shake-up.

The Education Department has agreed to a Post-Primary Teachers' Association (PPTA) request to set up a joint working party to look at the curriculum.

The PPTA says the object is to introduce flexibility into the formal subject-dominated curriculum to enable "a wider range of kids to win". The working party includes representatives of state and independent schools, the employing authorities and the Universities Entrance Board.

For years critics who seem oblivious to the Department's constant syllabus revisions have questioned the relevance of many of the subjects. They claim schools should be doing more to prepare students for work, for the new technology, for parenthood... and for just about every other thing.

Teachers say they cannot respond to changing economic and technological needs while the core is defined in narrow subject terms.

The working party brief is to develop a detailed proposal for the reconstitution of the core curriculum.

This refers to the compulsory subjects at the third and fourth-form levels (the requirements alter in the senior forms) which are English, social studies, science, mathematics, physical education and health, music and a craft or fine art.

Mr Peter Brice, the Education Department's assistant secretary, says the department has looked at the curriculum over the last few years and was pleased at the PPTA's suggestion.

He could not say if any of the present seven core subjects would disappear in favour of others.

Lindsay Hayes

## OVERSEAS

## Blinded by science

JAPAN

Switched-on, plugged in youngsters may be damaging their eyesight and hearing, according to a recent study. By Barbara Casassus.



A survey stated that 60 per cent of school children do not sleep enough.

Teachers are becoming increasingly concerned about the deteriorating health of Japanese primary and lower secondary schoolchildren, especially the rising incidence of myopia and hearing difficulties, according to reports presented at the recent annual study meeting of the influential left-wing Japan Teachers' Union (Nikkkyoso).

Delegates blamed the trend on a lack of sleep, excessive television viewing and the widespread use of headphones for listening to music. Tests in two primary schools showed that 54 per cent and 62 per cent respectively of pupils with hearing problems are habitual headphone users.

Other tests carried out with a tension monitoring machine at a primary school indicated that in contrast to the generally accepted theory that the mind is at its most alert one to two hours after waking, pupils' concentration is low when they arrive at school, drops to the lowest point at about midday and rises when it is time to go home. The pupils involved watched television an average of two hours a day, it was claimed.

Insufficient sleep, attributed to the heavy homework load as well as entertainment, was highlighted in a survey report issued last summer by

the Japan School Health Association. It stated that 60 per cent of schoolchildren do not sleep enough. Other issues raised at the Nikkyoso meeting included the planning rise to one in seven of upper secondary pupils wanting to drop out because school life is "empty and meaningless" and the unpopularity of social studies at all levels of secondary education. A survey conducted in one school showed that social studies headed the list of disliked subjects for 82 per cent of pupils, followed by science, English and maths, in that order.

The main reason cited for social studies' low ranking was that instead of stimulating interest in society, it is regarded as a vast and complex subject to be learned by rote for higher education entrance exams. The children were quoted as saying it was boring and that they were not interested in history.

The meeting, held in Morioka in the northern Honshu prefecture of Iwate, was accompanied by the usual disruption attempts by right-wing political groups. It was reported that 2,000 police were mobilized to prevent clashes with the 500 political militants gathered for the event, but there was no violence.

Physical training there is considered an essential part of the syllabus and school compete to contract specialists with an average £300 monthly salary. Successful school elevens and track teams are carefully coached and bring prestige to the centres.

Apart from parents banding together to finance PT classes in state primaries, town councils have subsidized either partly or totally the hiring of gym teachers.

Many have invested heavily in municipal sports centres and, frequently under-used, they provide facilities for local schools. PT specialists aspire to be fully incorporated into the state schools and treated as "serious" teachers as their music and art colleagues have been after lengthy battles. Only two training schools in Madrid and Barcelona offer a minimum three-year diploma course or a five-year degree equivalent. If their demands are recognized these specialists should have easy access to jobs, and current estimates say nearly 20,000 are needed to cover the subject adequately.

Budget limitations, however, make this seem unlikely, and programmes to train general primary school teachers in physical education are to be boosted.

James Connell

## Sport plays Cinderella role

SPAIN

Increased interest in sport, lavishly represented on television and even covering the Oxfordshire boat race and Triple Crown rugby, is putting pressure on the Government to provide improved physical education in Spanish schools.

A Madrid parents' association sent a protest to the Ministry of Education claiming that their children in a state primary school had no PT classes and they were being forced to pay a teacher themselves. Qualified gym masters are scarce on the state

circuits, an estimated 5,000 serving 125,000 state primary school class units. PT departments are usually the Cinderella of the state schools, the teachers underpaid and lacking prestige in the highly academic system. With the new education law in 1971 an attempt was made to upgrade the specialists and make physical education a respected part of the curriculum.

## State school principals told to recruit trade unionists

AUSTRALIA

Principals at government schools in South Australia have criticized a state government order that they give preference to trade unionists when recruiting ancillary staff.

The directive went out from the cabinet three months after the Australian Labour Party, led by Mr John Bannon, won control of the state legislature.

Principals have also been told to get written undertakings from non-union staff that they will join a trade union.

The president of the South Au-

stralian Primary Principals Association, Mr Alex Talbot, described the order as an attempt to turn principals into recruiting agents for two trade unions. He said principals resented being forced to implement policies they did not agree with.

The leader of the opposition in the state assembly, Mr John Olsen, said the order was a repayment to certain trade unions for the support given to the ALP in last November's state election.

He called on the government to withdraw the order, calling it a naked example of a Labour government being bound by trade union officials.

Bill Purvis

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OVERSEAS

# The way ahead as jobs vanish

Three fundamental challenges face teachers in modern Europe. They are: how to prepare pupils for a world where unemployment and the new technologies are making profound changes; how to prepare them to face up to escalating violence and intolerance; and how to help them to live in a multi-cultural society.

These challenges were at the heart of a five-year study by the Council of Europe into how young people should be prepared for adult life. Mr Matland Stobart, head of the council's school education division, told a conference in Bourne-mouth last week.

In many European countries the young unemployed now represent 40 per cent or more of those out of work, Mr Stobart said. Particularly hard hit are the unskilled, girls, the children of ethnic minorities, and the handicapped.

To help meet this chronic problem education systems must give young people a wide range of basic skills, he said. Pupils should be given a broad careers education, including real work experience, on to which specialist skills could be grafted.

Teachers should also be given the chance for work experience outside the classroom at intervals during their school lives, and pupils should be able to leave school with a guarantee of either further education or employment.

New technologies are already making an impact on school leavers, the conference was told. Mr Stobart pointed out that the International Labour Organization has estimated that five million office jobs, mostly secretarial, will disappear in the 1980s, hitting girls particularly hard. However, the new technologies also created jobs, and Mr Stobart sug-

## EUROPE

**Hilary Wilce on a study of how young Europeans should be prepared for adult life**

gested that to meet the new demands all pupils should be taught the basic skills of how to store, retrieve and structure information, and how to understand the applications of microelectronics.

Young people in Europe also had to face a world where intolerance, violence and terrorism are growing, Mr Stobart said. The Council of Europe's Parliamentary Assembly had recently expressed its concern at the re-emergence of fascist and racist theories, and the council's investigation into preparing young people for adult life had stressed the need to teach pupils the knowledge, skills and attitudes to make democracy work.

But this did not just mean teaching abstract values, Mr Stobart said. The ethics and organization of schools should reflect respect for the individual and offer opportunities for democratic decision-making.

Pupils in Europe were also going to have to learn to live peacefully in multi-cultural societies, the conference heard. Thirty per cent of the population of Geneva, excluding diplomats, and 21 per cent of the population of Frankfurt were now of foreign origin. At one pre-school in The Hague, 80 per cent of children are from minorities, and 17 languages are spoken in the school.

A particularly sensitive aspect of this question is the growing number

of Muslims in Europe, the conference was told. He pointed out that the first new mosque in Spain for 500 years opened in Marbella last year while by 1985 one child in 10 in West Germany will be Muslim. Schools should ensure that pupils have a knowledge and understanding of their own and other religions in order to take their place in a multi-cultural Europe.

Work on the council's "preparation for life" project had highlighted three areas of crucial importance, Mr Stobart said. One was the importance of learning through experience. Since this usually took place outside the classroom, it was important for schools to work closely with community, social, political and cultural institutions.

Also crucial were the management skills of heads, and the need for improved teacher training. Teachers needed to be trained in sensitive democratic leadership and counselling, and to be given more chance to experience the world of work.

Mr Bob Blackledge, former chief education officer of Wiltshire and author of a paper reflecting on lessons learned from the Council of Europe's project, said that the broad approach to preparing pupils for adult life threw up a number of important questions.

How often do ministries of education examine the aims of their educational programmes, he asked, and where do they go for advice? How are would-be teachers selected, and is enough attention given to making sure they have the necessary personal qualifications? What provision is given for training heads, officers and teachers, and how are teaching methods changed and new materials developed?



Honduran children having survived the civil war are back on the streets and their teachers go on strike

# Classroom backlash

## HONDURAS

**Teachers are in the front line of opposition to the military government. By Richard Lapper**

For two years Honduras's 35,000 teachers have been in the forefront of opposition to the military dominated right-wing regime. Last year not only did poorly paid teachers give the Government its stiffest challenge on the pay front, they were also prominent critics of Honduras's military build-up against the left-wing government in neighbouring Nicaragua.

The latter protests in particular have stuck in the throat of the armed forces, who have hit back. In December the Government clamped down on the teachers' union, and its radical leaders are now on the run.

Since 1981 Honduras's fiercely anti-communist military has emerged as the real power behind a weak and corrupt civilian government. By coordinating with Nicaraguan right-wing guerrillas - most of them former National Guardsmen from the ousted Somoza regime - and the CIA, the Honduran Army has become a keystone in United States plans to destabilize the Nicaraguan Sandinista Government.

Domestically the military has snuffed out opposition to government economic austerity policies.

Some trade unionists, like teachers' leader Aldwin Diaz, have simply been intimidated and beaten up. Others have been eliminated altogether. The local human rights commission says secret police and army units were responsible for the disappearances of more than 100 people last year.

Despite the clampdown, the country's 30,000 primary school teachers, organized by the Teachers' Professional College, (Colprosmuh), a trade union organization which is the core organization of the Teachers' Unity Front (FUM), were

active last year and formed the militant opposition to the government.

Early protests were organized by press for the state takeover of hundreds of private secondary schools (free state secondary education is available to only 25 per cent of Honduran children).

In August, 30,000 teachers went on strike to demand increases in their basic wage of £100 a month and improvements in conditions of the law regulating teachers' employment. Throughout the year, teachers in the sparsely populated and remote border regions, where the guerrilla build-up against Nicaragua is being concentrated, protested against the government's violent anti-Nicaraguan campaign.

The government managed to defuse the strike, but teachers' union remained a big thorn in its side, all with Colprosmuh leaders demanding to renew their campaign this year, the military pressed the Government to act. Last December a secret committee, formed by General Gustavo Alvarez, armed forces chief, and a number of prominent businessmen and politicians, engineered a government intervention after a division at Colprosmuh's annual conference.

Delegates voted 257-0 to reject the existing leadership and back the militant line. However, some government supporters left the meeting before the voting, alleging legal irregularities, set up a "parallel" conference and elected their own officials. Meanwhile, Honduras's armed policemen occupied the union's headquarters.

Subsequently, the courts have recognized the pro-government faction, the old leadership has been outlawed, and is certain to be persecuted if it continues to operate. It has pledged to do so, and bitter conflicts are on the cards. Like its counterparts in neighbouring Guatemala and El Salvador, Honduras's teachers' union looks set to go underground.




Professor Bambo and his teaching aide Keith Warren (above) consult on teaching aids in Mozambique, a country he describes as being short of everything except prawns. All the basic materials of school life are in short supply, so Keith Warren has turned his hand to making rulers, weighing scales and construction sets from bamboo. His most ambitious projects are a mecano-style crane and an abacus.



Photograph: Keith Warren, UNICEF

## Announcements



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# Staying on - the primary need

## CHINA

**John Gardner on the rural struggle towards schooling for all**

A recent report from Xinhua, the Chinese News Agency, has shown how China is progressing towards the official goal of providing universal primary education by 1985. Tao Duanyu, director of the primary education department of the Ministry of Education, is quoted as saying that in the year 1981-82, there were 120 million children aged between seven and eleven - of whom 111,750,000 were attending schools. The average enrolment rate was 93 per cent; 92 per cent in the rural areas. Today there are 894,000 primary schools with more than 140 million pupils - 14 per cent of the total population.

The report indicates, however, that the initial enrolment rates do not tell the whole story. Like many developing countries, China still finds it difficult to prevent children "dropping

out" of school, and the quality of education still leaves much to be desired. Thus Mr Tao states that the rate of "steady attendance for five years" at primary school was only 65.8 per cent and, moreover, failed to give a figure for the numbers actually reaching primary school graduation level. He observed that the "qualification rate" was "quite uneven" - between town and country, and that in the rural areas it was not high.

Indeed, the report makes it clear that three-quarters of the population live in areas which still cannot provide adequate primary schooling. It defines universal primary school education on the basis of three criteria: an enrolment rate of 95 per cent or higher; a steady attendance rate for five years of 80 per cent or higher; and a graduation rate of 80 per cent or higher.

Even on this rather generous and flexible definition, only 21 per cent of China's county-level units of administration, with one-quarter of the population, have achieved universal education.

Exhortations to improve the situation highlight four problems which have long been recognized as hindering the development of education, especially in the rural areas. The first is that many local officials still fail to recognize the importance of education, and give it low priority. Second, the curriculum in many areas is still not closely related to local needs and does not take into consideration the learning ability of rural children. Third, despite welcome improvements in financial provision in recent years, the state simply cannot afford to pay for everything. Thus local communities and work units are urged to engage in fund-raising activities and to practice self-help by repairing school buildings and making furniture.

Finally, and most important, the quality of teachers remains very poor. The report states that two-thirds of the teachers at primary school level are hired by the local community and not by local education authorities. The significance of this is that such people, for the most part, have never been trained as



teachers and, moreover, often have an extremely low level of general education themselves.

The problems of rural education are also highlighted in a further report in which Wan Li, a vice premier, has suggested that the rigorous admissions standards now being applied by China's universities and colleges might be lowered somewhat in 1983 for the benefit of rural students wishing to take courses in subjects related to agriculture and forestry. Mr Wan also raised the possibility of the peasants themselves recommending students for higher education. This was, of course, widely practised in the Cultural Revolution decade (1966-76), but was one of many "Maoist" policies jettisoned in and after 1978.

## LETTERS

# Leicestershire's time of trial

Sir - I do not know whether your reporter Bob Doe (TES, February 18) was invited to look at Leicestershire's 10-14 schools by our director of education who has an eye for public relations - no matter, for a thorough journalist reporting on a cherished development will seek out more points of view than that of its advocates and insiders.

As the parent of a child at one such school I should have been delighted to confide how the "Leicestershire experiment" has turned sour for many parents in this area for whom the school system seems to be in perpetual experimental evolution. The parental choice is hindered by the coexistence of 10-plus and 11-plus school entry, whereby a child in a 10-plus ending primary may have two changes of school to reach a high school starting at 11-plus.

The well-known problems of re-sourcing middle schools with specialist teachers and equipment adequate for the upper end are compounded in Leicestershire's plan to transfer at 14-plus rather than 13-plus, though even that is not the case observed in all the county. The supposed advantage of an upper school system geared to the emerging adult has been dissipated by rigorous pursuit of "community education" which opens the upper school to all ages of

adult - a laudable aim and one leading to intensive resource use, but not wholeheartedly in the interest of the prime users.

I do not know about Leicestershire's place in the East Midlands league of exam results, but nationally that league standing is not high, and in any case needs scrutiny to distinguish results in Leicestershire City, where county ideals are only now beginning to break up an 11-to-18 pattern. In at least one upper school, intending examinees are lulled into complacency by being assured that an average young person takes no O levels - they are only for the 20 per cent of exceptional students.

A great deal of effort does go into making links between levels. For transition from the primary school, the key policy is to establish a school-within-a school at the high school - the first-year base. In our case this is now working well, after five years of trial and error which destroyed parental confidence. There are still problems in linking the first year to the second. At the upper end links are taken seriously enough to warrant in-service study days in term time for the staff, giving pupils from all the schools an additional holiday.

The work is increased by the overlap of catchment areas, so that one high school may be trying to relate its curriculum to at least two upper schools. I hope that the schools lately closed to join the experiment will be profiting from the trials of those already drawn into the whirlpool of the latest installment of the famous Leicestershire Plan.

K F HAWKER  
Brooklands  
Merrylands  
Thornton  
Leicester

## Return fixture at Oadby?

Sir - I feel that only Leicestershire's director of education could have been more delighted than myself when we read your feature "The virtues of necessity" (TES, February 18).

Bob Doe did a marvellous job in reporting to your readers the enthusiasm behind and the apparent success of the 10-14 schools in Leicestershire.

I hope Bob Doe will be permitted to come back to Oadby and report on the other half of the package, which is even more successful. That is our 4-plus Primary Scheme. For the first time in the Leicestershire Plan, children will be starting school on the day after their fourth birthday. As the local county councillor for the area concerned, I can assure your readers that the consumers and their parents believe that this was the best thing since the invention of

sliced bread.

It should be pointed out, however, that the parents and teachers of Oadby were happy to have 10-plus only as part of a package with 4-plus. They would not have been at all happy with just the 10-plus half of the sandwich.

It should be said that the teachers in primary schools were not enthusiastic at losing their 11-year-olds and were concerned about job and career prospects and this became part of the on-going primary versus secondary teachers battle, but now I think all agree that 4-plus and 10-plus education provides the best for all concerned.

J KAUFMAN  
County Councillor  
75 Gantree Road  
Oadby  
Leicester

## Premature idea

Sir - Your correspondent, in reporting the decision of the Secretary of State not to approve Gloucestershire's recent proposals for secondary schools in Stroud (TES, February 25), is incorrect in stating that the "council now plans to put forward an alternative comprehensive scheme, probably involving a sixth-form college".

Such speculation is premature, for although it might be considered from the terms of Sir Keith Joseph's "rejection" letter that a sixth-form college arrangement would improve upon what he regards as deficiencies in the previous scheme, his decision has yet to be reported to the education committee and there has been no discussion over what action, if any, the council may wish to take next.


K D ANDERSON  
Acting chief education officer  
Gloucestershire County Council  
Shire Hall  
Gloucester

## Exam results

Sir - I am pleased to supply the answer to Martin Marcus's inquiry (TES Letters, February 25). In fact, 22,124 candidates obtained one of the recognized grades A-E in English literature with the Associated Examining Board in summer 1982, 14,113 of them with grade C or above, ie the equivalent of the former "pass" at Ordinary level.

P D NEALE  
Deputy Secretary-General, AEB  
Wellington House, Aldershot

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## Sharp practice

Sir - Concerning the article on CSE coursework "doctoring" (TES, February 25), readers might like to know that when I was an assistant examiner for the East Anglian CSE Board in 1976, for typewriting, I noticed that one or two schools were submitting mark and attendance sheets that showed that each candidate had been allocated full marks for each of the 10 special pieces of coursework.

Although the typewriting coursework maximum was only 10 per cent of the total examination mark, I wrote to the chief examiner to say that I was suspicious. The reply was that it was common practice for schools to give 10 out of 10 for each piece of special work, and that there was nothing the Board could do to prevent teachers setting and resetting these tasks until even the worst candidate could get full marks. I was, in roundabout terms, told to mind my own business and accept this happily - and still do not. It means that schools which mark special coursework fairly and objectively are put at a disadvantage when compared with schools that "pump



"Teachers could reset tasks until even the worst typist could get full marks."

up" marks by constantly, and quite dishonestly in my view, resetting items of coursework.

It is interesting to note that only a few weeks ago, the East Anglian Board sent out a circular asking for views on whether or not the coursework in the typewriting examination should be abandoned. I returned a reply that for 10 per cent (20 per cent in office practice) it should be abandoned, as the work and administration involved (for honest

## Balanced view

Sir - I was surprised to read your article (February 25) about my school; I recognize your right to print what you wish but I would like to draw attention to the lack of balance in that article. My school has deficiencies in accommodation and in equipment. This, however, has been recognized by my governors and by the I.E.A.

Our problems are being ameliorated by the provision of new - and extensive - playing fields, temporary accommodation and new furniture, apparatus and equipment. A major re-modelling and extension of the premises has been programmed for 1984 and I am sure that the I.E.A. is bending all its efforts to see that this project is completed as speedily as possible.

As a head who cares about his staff and pupils I will fight for their interests. At the moment I am content that I do not need to fight my battles about lack of facilities because I think that all the right plans have been laid and that there will be a happy outcome.

Finally, I remain proud and indeed have every reason to be proud of the work of my staff and of the

academic and non-academic achievements of my pupils; a view shared by my governors and the I.E.A.

W J WEBSTER  
Headmaster  
Skegness Grammar School  
Vernon Road  
Skegness

The way we were

Sir - One can sympathize with Mr Webster, head of Skegness Grammar School, Lincolnshire, because of the conditions he found on his appointment to the school (TES, February 25).

The "chronic lack of facilities" have not always been so. The school was built to include needlework and art rooms.

When I was in charge of art in the years immediately following the war, we worked in a well-lit room which accommodated up to 35 pupils at a time (the average size of a form). Everyone in the two fifth forms was entered in art for the Cambridge School Certificate and some of the sixth for the Higher School Certificate. Each pupil was







# All quiet on the home front

It has long been known that social class and parents' attitudes to education have a significant effect on academic performance. But when Jenny Hewison began her research in the mid-seventies she soon found indications that the single most important influence of the home on the achievement of working-class children seemed to be how often their parents heard them read.

So she decided to find out what would happen if teachers encouraged all the parents of children in their classes to hear them reading regularly. She chose six schools in disadvantaged working class areas in Haringey for a research project which was supervised by the late Jack Tizard.

From 1976 to 1978, the parents of two top infant classes at two schools regularly heard their children read the books sent home by the class teacher. For comparison, two of the other four schools got extra reading tuition four and a half days a week in small groups from an experienced teacher. And in the other two schools, no experimental changes were made at all. Children from the middle infant to the second year junior classes were tested every year from 1975 to 1979 so before and after reading scores were available. In the two schools where parents were encouraged to hear their children read, Jenny Hewison and another researcher, Bob Schofield, explained the scheme to parents, visited them in their homes and interviewed them for their reactions.

The results were a startling improvement by children of all ability levels when they received help at home: there was no comparative improvement by the children who received extra help at school. But in even more significant factor emerged. In both schools chosen for parental involvement, the second year juniors had scored consistently badly in NFER reading tests before the intervention took place. (In 1976-78, between 75 and 85 per cent scored 99 or below; the national average is 50 per cent.) But, when tested in 1979, while the percentages in the control groups remained much the same, in the two groups with parental support the percentage scoring below 99 now fell dramatically (to 45.5 and 54.2). Parental help was not only reducing the proportion of failing children but increasing the proportion of high scorers. The same improvement was not seen in the classes which had the extra teacher, and the lack of improvement was most noticeable in the lowest attainment band.

The results seemed to show that even when a local authority provided extra teachers, there were only minimal improvements with low achieving children. But cooperation between parents and teachers - which needed no special training for the parents - led to a significant improvement at all ability levels.

It was clear, too, that the reading failure of a sizeable majority of children could not be attributed to a lack of potential in the child or a shortage of resources in the school. Could it then be that staffing resources allocated by local authorities to remedial classes might well be better employed in organizing collaboration between class teacher and parents?

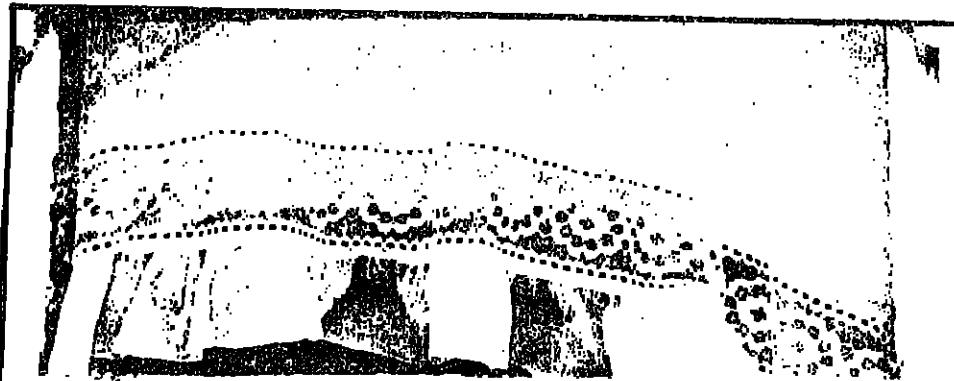
Disappointingly for the researchers, who felt that they were on the brink of an important discovery and that more research was needed to test out their hypothesis in other areas of the curriculum, funding came to an end at this point and was not renewed, and Jenny Hewison left to earn her living elsewhere.

But meanwhile, 200 miles away in Rochdale, the staff of a new, purpose-built community primary school were watching the Haringey project with interest. Belfield already had a couple of extra staff for community work and home visiting, and was looking for a way to involve parents further. In 1978, it began its own reading project.

The Belfield scheme was different from Haringey's in several ways. It started with younger children - five-year-olds - and it was planned to continue over a longer period. Also, the project was to be entirely school-based with no outside help, although Belfield could use its community staffing hours for home visiting.

Parents were asked to listen to their children read for 10 minutes every night on the premise that little and often was the best policy. Each child took the reading book home in a plastic wallet with a card that was

Dramatic improvements brought about by parent-powered reading schemes seem to have had little impact in other primary schools  
Julia Hagedorn reports



Belfield: the scheme's unpropitious surroundings

filled in by the teacher with suggested reading for that night and a box for parents to tick and write their comments. The cards were collected at the end of every week so that a record could be kept.

At the end of the first year, an analysis of these cards showed that only two parents had dropped out of the scheme and that the number of recorded home reading sessions taking place was 80 per cent of the theoretical maximum. Teachers at Belfield noticed how it changed the behaviour of the children: they showed a more positive attitude towards learning and the life of the school in general. Beryl Page, then infant teacher and now community teacher, commented: "The growth of confidence, even happiness, in the children concerned in this experiment had to be seen to be believed. Gone is the apathy and the reluctance of less able children to participate in the life of the classroom".

Parents normally thought of as uncooperative or uninterested were found to be deeply interested in their children's progress. Originally, the project had been planned to stop at the end of the child's first year in the juniors, but pleas from parents and children reluctant to give up their nightly 10 minutes meant that the scheme was continued up the school, albeit in a modified way since by that age many children are reading fluently.

So, five years later, the Belfield Reading Project is still flourishing. Yet a visit to the "problem" estate where most of Belfield's children come from shows the sort of adverse conditions that few would say were propitious for a scheme of this sort. Seven out of ten of the adults are out of work, the women are often depressed and apathetic. Many of the houses on the estate are boarded up, lending an air of desolation and there are more one-parent families and children in care than in the rest of Rochdale.

Living in the middle of this estate and typical of the success of the Belfield scheme, are Sid and Veronica Pope. From illiterate parents themselves and both unable to read at school (although Sid learned afterwards), they have two children still in the reading scheme and others who have been through it. At first Veronica would tell them to take their book to their Dad because she did not like to admit she could not read. But gradually she learned to read with them and now can enjoy children's books herself. One of her children was already 6 and a non-reader when he went to



Belfield - on the path to creating a third generation of illiteracy. "But he picked right up when he went to Belfield," Veronica says.

All of the families I spoke to commented on their children's changed attitude to books. They talked about children wanting to read at home and becoming avid attenders at the public library. They cited younger children who wanted to be part of the scheme (this is encouraged in the Belfield nursery where children are given pre-reading books to take home) and they were grateful that they now knew the best sort of books to choose for their children's birthday and Christmas presents.

The Community Service Volunteer worker at Belfield who has a six-year-old attending another school, said wistfully: "I would like to be involved with my son's reading. I would like comments from the teachers. I feel as if I am a nuisance if I go once a week to the school, whereas here you are never made to feel a pest".

Her comments serve as a salutary reminder that this kind of parental participation is still the exception rather than the rule; many schools pay only lip-service to the concept. Vera Southgate's much publicized book, *Extending beginning reading skills* did not even think it worthy of note that parents could hear their children read at home.

An NFER study in 1980 looked at 1,700 primary schools without thinking it worth a mention. There are still many schools where reading books are not allowed home.

Peter Hannon, originally a Belfield teacher and now at the University of Sheffield, is hoping to evaluate the results of the trial in a systematic way with the help of two teacher-

researchers from Belfield, Beryl Page and the coordinator of the scheme, Angela Jackson. There is now a considerable amount of information on record: more than 10,000 reading cards, 100 parent interviews, 10 teacher interviews, and approximately 1,000 reading test scores from children. Tapes of the children reading to their parents and teachers on successive days will be analysed to see if there are any differences in the help given.

But sadly, despite the apparent success of the scheme, neither the local authority nor the surrounding schools have taken much notice of the Belfield project so far. The school was given two sums - of £30 and £30 - to cover the cost of the demand for extra books; otherwise it was left alone.

And what happened in Haringey once the research came to an end? Jenny Hewison admits that it broke her heart not to be able to carry on with the project. She is still such a firm believer in it that she has now gained access to current reading scores of the children involved in the project and is busy in her spare time working out what they show. Already it seems the children who had the parental involvement continue to read better than the others. "It is not a wash out as one would have expected in this sort of experiment".

To be fair to Haringey, it is still carrying on the spirit of the scheme. Individual teachers throughout the borough and, in some cases, entire schools, are still sending home reading books and cards. It is a source of professional regret to Mr Tony Lenney, Haringey's chief education officer, that he has been unable to extend the scheme. He admits that the borough could be criticized but says there were just too many other demands on social resources.

The two schools involved in the original work were Seven Sisters Junior and Infant, and Dowhill Junior and Infant. Although the scheme operates in a slightly spasmatic way now at Seven Sisters, the majority of the teachers see it as part of the curriculum and an extension of good practice. They all felt, however, that the home visitor had been an important part of the scheme. They too had noticed a new maturity in the children's behaviour, but as soon as the home visits ceased, this stopped. They also felt that the home visitor could draw the reluctant parents into the scheme and these were the very parents they most needed to reach.

However, they all agreed that the take-up was enough to make the scheme worth continuing. They also pointed out that when the research project was running, it had entirely wiped out the need for a remedial stream in the first year juniors.

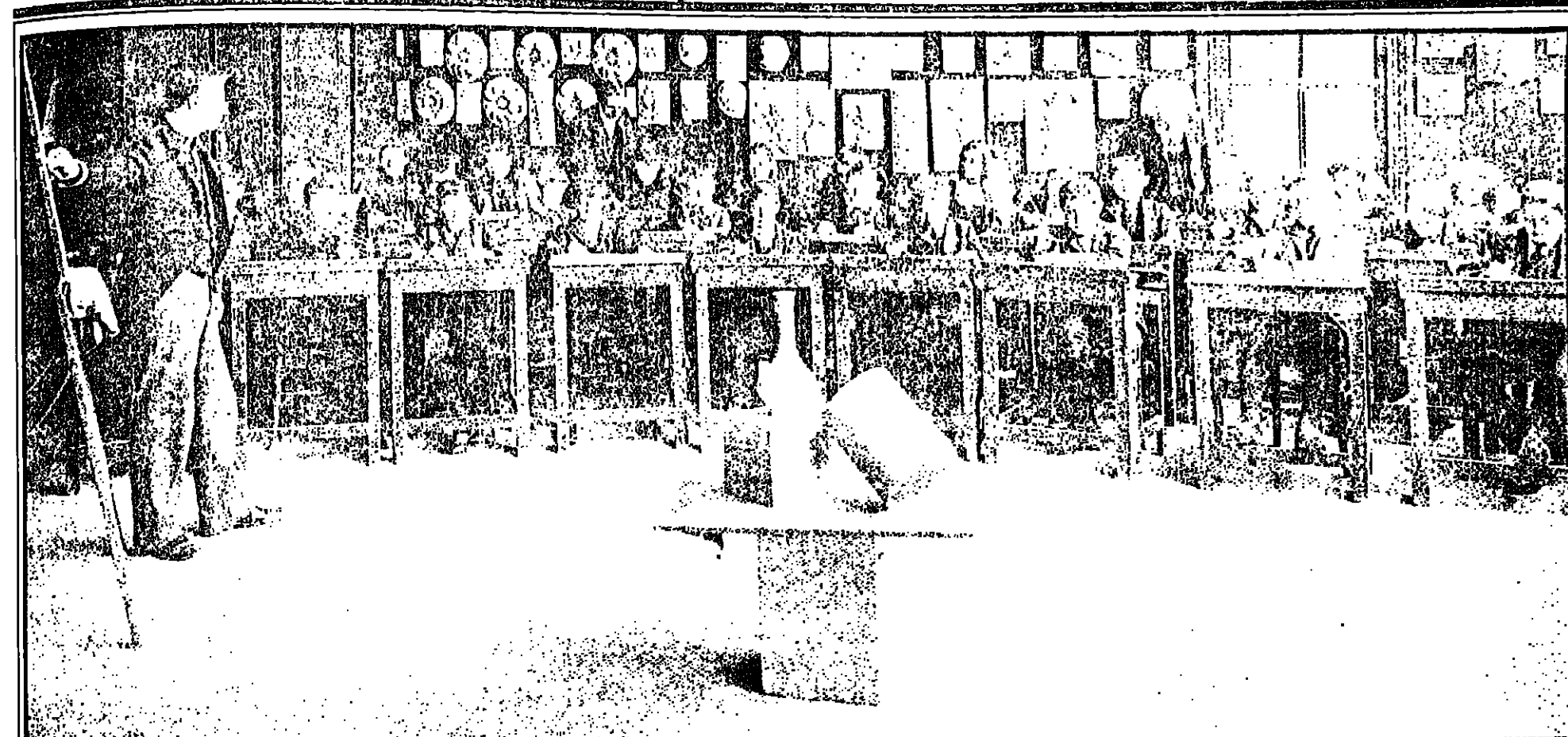
At Dowhill, the reading scheme has become a structured part of the school system with every teacher participating. Honor Redshaw was the junior teacher involved from the beginning. She noticed an immediate difference in the learning patterns of the children and, although she agrees that the research worker made a difference, she feels that parents still come to the school if they are concerned about their children. "The difficulties and time spent on it are worthwhile".

She judges that three quarters of the children still read regularly at home, and this includes non-English-speaking families where elder siblings are drawn into the scheme.

It may be too much to claim that this kind of scheme overcomes the differences of home background, but certainly it seems to minimize them - even where the parents are illiterate or non-English speakers. Beryl Page at Belfield puts it this way: "Parents are waiting for the teacher to make some step towards them. They are dying to help their child. It is the teacher's responsibility to go out there".

Angela Jackson says that children will learn despite their teachers as long as they have the right materials and the right practice. Parents, she says, cannot get it wrong.

The head of Belfield, John Rudd, agrees with her. "We must put continuous pressure on to parents to make them see education as a positive thing. If they think this way, so will the children. This is the message we have to get over because most of the parents have had an unhappy time at school themselves and are failures. They are looking for a sign that schools are going to help their children. Many don't receive that sign."



## Still Life

After a century of trial and argument art teaching is still in need of a radical overhaul says John Willsdon

It is nearly 60 years since Roger Fry wrote: "The average child has extraordinary inventiveness in design and the average adult none whatever, and in between these two states there occurs the process known as art teaching".

It is not that there has been any shortage of outstanding teachers of the practice of art. Franz Cizek of Vienna, whose exhibition of children's art toured Britain in the early 1920s, set up a wave of enthusiasm among artists and teachers alike. Roger Fry gave very strong backing to Marion Richardson's work which was to sweep through the art education world like a new broom.

But despite them, and others, and the investment of several millions of pounds in art teaching over the years, Fry's caustic comment on the failure of art teaching is still relevant. Even the annual children's art exhibitions cannot remove the conviction that art teaching seems to be in need of a radical overhaul. It can't be that adults are not interested for art in one form or another is a major leisure industry, and there are probably more amateurs than professionals involved in it. Eric Gill's dictum that an artist is not a peculiar type of person, but that every person is a peculiar type of artist still holds good.

Marion Richardson and Cizek, of course, believed that children had an innate aesthetic sensitivity and sensibility, and that the job of the teacher was to enable this to blossom. Cizek was emphatic: "Every young child is creative" - it was only the degree which varied. He complained that children saw and heard too much because of theatres and cinema. The task, he said, was to let the child grow naturally, but not arbitrarily. Richardson was averse to direct instruction.

Between them they gave added momentum to the child-centred activity movement, but at the same time their followers overlooked a highly important qualification by Cizek. He said that teachers had misunderstood him when he urged: "Let the children grow, develop, and mature". They thought he meant: "We let the children do what they want to do, and we march up and down doing nothing".

It is all too obvious that when children become self-conscious about their art, the majority of them opt out of the subject altogether. Whether this can be remedied merely by giving it the overt approval of the teacher is a moot point. Much work remains to be done to discover whether it is just a question of the attitude needed to prolong the



spontaneity and enthusiasm of the young child, which seems to have been Cizek's aim, or a more fundamental shift in the prevalent role of art as a form of expression for children.

One important consequence of the misunderstanding has been the emergence of the idea that teachers should not interfere with children's art work. But Marion Richardson was not a free-expressionist either.

Writing for the 1938 Exhibition of Children's Drawings and Paintings at County Hall, London, she said: "... such work as we see here is not 'free expression' as generally understood, which may be merely unconscious imitation, but a disciplined activity in which the teacher's own imaginative gifts play a very important part". A child's natural rhythmic movements could be encouraged by the use of writing patterns, music, dancing and poetry, and the child's imagination could be stimulated by verbal description, but teachers would find their own systems. However, as children approached the age of self-consciousness they needed "the authority of a grown-up to convince them that their own art is worthwhile".

Over the past century we have tried the copying of pictures, drawing from observation and nature, memory drawing, the drawing of cylinders and cones, drawing as "snapshot" recording, art as the expression of thought, emotion and feeling and so on. Yet it is all too clear that the majority of children never reach the "grammar" stage, and it is hardly an exaggeration to say that many adults are virtually visually illiterate.

Generations of children have been deprived of access to the wider aspects of art because of the persistent assumption that it should be treated exclusively as a practical subject. A hundred years ago Alexander Bain, the professor of logic at Aberdeen, wrote about art appreciation, or what he called art-emotion. Recognizing that only a few would become artists, he believed that "people generally should not merely have access to performances and treasures of art, but should be taught, or in some way assisted to reap the full pleasure that these are fitted to afford". This appeal for a redirection of art teaching went unheeded.

Later, in notes for an exhibition of drawings from municipal schools in Paris in 1917, Paul Simons wrote: "Drawing ... is taught in our schools as a language, as a means of investigation, as an aid to memory, as the base and foundation of all trades, as the framework of all professions".

This recognition that art serves a variety of functions echoes what the writer of Ecclesiastes said many centuries earlier: "Every arti-

ficer and workmaster, that passeth his time by night as by day; they that cut gravings of signets; he will set his heart to preserve likeness in his portraiture. So is the smith sitting by his anvil and considering the unwrought iron; and in the heat of the furnace will he wrestle with his work; he will set his heart upon perfecting his works, and he will be wakeful to adorn them perfectly. So is the potter at his work ... all these put their trust in their hands; and each becometh wise in his own work. Without these shall not a city be inhabited ... they shall maintain the fabric of the world".

Whether we call them metal workers or potters, architects, industrial or interior designers, engineers, printers, naval architects or whatever, we are dependent upon design in one form or another to maintain the fabric of our world. The nature of man as a designer is the proper concern of any primary school which boasts a microcomputer as well as those which do not.

And art tells us about man himself - his beliefs, fears, social life, aspirations. Through its symbolic languages we gain access to worlds remote from our own. Primitive art, oriental art, medieval art, folk art - all contribute to our understanding of the nature of man and the human condition.

The artist is also a communicator - the cartoons of Gillray, the paintings of Hogarth, the social commentary of Tintoretto, Picasso's *Guernica*, cast a light on their period which complements the written word. Through decor, costume and light the artist can enhance drama. In calligraphy and typography he gives visual form to words. Art explores ideas and relationships; it evokes an aesthetic response in us; it has therapeutic value. It embodies man's feelings, needs, aspirations, entertainments and worship. Without it our knowledge of the past would be extremely limited.

Here lies the paradox for the art teacher. Art does involve the making of things, but if that is all that is done in school then the child's awareness of the role of art in personal and social terms will be restricted to whatever practical skills he may or may not possess. The language and grammar of art extend far beyond the making of objects as a form of expression work. Bains and Simons were aware of this in their different ways. It would be easy to see this as a special pleading for art appreciation on the timetable, but that is not enough. While we shall still need the inspiration of Marion Richardson and Cizek among others, and opportunities to practice art in the primary school, the art curriculum needs to help children to see that art is an activity which permeates and affects whole areas of human life irrespective of any personal skill we may happen to possess. There is ample scope for imaginative innovation in this neglected area of curriculum development in art education.

John Willsdon is a senior lecturer at the South Glamorgan Institute of Higher Education.



## TALKBACK

## Tandem interviews

BOB POWELL WITH SUE HOURS

As John Eggleston so ably illustrated in his article (*The TES*, January 14), HMI Inspectorate has been "moving in" on teacher education.

Now I have never been one to deride HMI documents; indeed, many of the proposals now emanating from the inspectorate merely set the seal of approval, as it were, on what my colleagues and I would deem to be our established practice. I refer especially to those suggestions relating to closer cooperation between the training institutions and schools.

I must, however, confess that there was one area of school and education department collaboration suggested by HMI with which I, personally, had not experimented. I refer to the involvement of teachers in the selection and assessment of candidates for the PGCE course.

Application forms arrived at the department this year in abundance. In January I could have filled the modern languages method group from the first batches of forms. All had placed Bath as a first choice and all "on paper" appeared eminently suitable. It was clear to me that a second opinion, a dual assessment of personality and potential would be most welcome.

The restrictive concept of subject teacher is already all too highly developed in new recruits. So I decided to involve a person who is first a teacher and competent in all the complex roles that designation implies. In the event, Sue Houri was also able to bring considerable interviewing experience as well, from her duties as deputy head in a large comprehensive school.

After time to browse through the student handbook for the current year the interviewees were shown around the department and settled in the languages workshop to listen as I elaborated on the PGCE course in general and the languages method course in particular. An interview should be, in my view, a two-way

process whereby interviewees are given frequent opportunities to ask questions, seek clarification or make comments. In a group, the threat of personal evaluation is reduced and general queries can be dealt with.

During the half hour or so with the group, I also spelt out the real demands of teaching in the hope of deterring those naive individuals who may still linger under the illusion that the PGCE course is characterized by long periods of inactivity and that teaching is really a soft option as a career.

Whenever possible we arrange for interviewees to meet students already on the course. Why, after all, listen to the staff version when you can hear the real story from the consumers?

Individual interviews usually last at least half an hour per candidate, a portion of this being conducted in the foreign language. It was here that I found the presence of my teacher colleague most valuable. By her interventions she not only provided me with moments to jot down answers to routine questions and my own immediate impressions, but, for the first time, I could transcribe *verbatim* some of the more salient statements made by the interviewees.

By and large we did not diverge greatly in our opinions of the candidates. Clearly we were looking for the same qualities in the future teacher. Any differences we had were of degree rather than kind. Comparing notes after each session we found ourselves citing exactly the same telling phrases that for us had been significant turning points during the interview.

There were two areas where questioning was, perhaps, more intense than might have been the case had I been alone. The first related to the "basic equipment" of a teacher; voice, manner and, in particular, physical health. Obviously a recent memory of juggling with timetables to provide cover for absent staff was a strong influence on my partner. Second, she sought evidence of a gregarious nature in the candidates, proven ability or promise of being willing and keen to work in a team.

By the end of the second batch of interviews, from 12 applications, I had made formal offers to only six



And Sue Houri writes: It was a short term, but a flu-ridden one with inevitable absences from a staff of 80, but my fellow deputy head was kind on the timetable this year and I had no classes of my own on a Friday morning. I persuaded him to see to the emergency cover and made for the university. As the supervisor of PGCE students on teaching practice in our school and of teachers in their probationary year, I do know of the Bath University School of Education's realism. Nevertheless I had foreseen conflicts as idealistic ivory-tower dwellers confronted hardened chalk-stained practitioners.

The applicants were, naturally, in the main, contemporaries of our A level candidates of four years ago, and potentially those with whom we would be sharing our classes during their teaching practice in November of this year. I saw myself as representing, if not exactly the *alpha* and *omega* of the process, at least something of its *beta* and *psi*. For the purposes of this exercise, Bob had established that the paper qualifications were all satisfactory: I saw my contribution then as being that of the subject teacher at the teaching practice school and eventual supervisor in the first year of teaching. My concerns were therefore essentially practical ones.

I took no active part in the first stage of the interviews, though I

confess to having been intrigued by the reactions or lack of them on the faces of the candidates as details of the courses were provided. I already found myself projecting these people just a few hours forward in time, imagining them already in post, working alongside me, in my school on that very same Friday afternoon.

Would they tire easily? Could they interest my second years? How would they organize classes and their own discipline? Harness energy in the first year? Activate the middle school? How well would they be performing by periods seven and eight? Would Darren agree to work for them? Tracey play them up? Would they get on with the rest of the teaching staff - ancillary staff - parents? Were they, I wondered, realistic about the chores, disappointments and set-backs? Would their sensors be acute enough to tell them just before a class got bored?

We had not established criteria for selection beforehand, or lists of desirable attributes, but subsequently found these, on a brief discussion after each individual interview, to have been very similar. Bob was impressed by the same comments and beset by the same reservations as I was.

This was no theoretical versus practitioner battle. We agreed on nearly all main issues. To my regret the successful candidates seemed endowed with realism, flexibility, resistance and a sense of humour. The sense of humour is essential; why don't they put it on the application forms?

One perturbing note to me was their apparent conviction that discipline would be a great problem in the comprehensive schools. Has our press been so bad? Perhaps they will be reassured next year. No qualitative differences of opinion, then, at the end. A thoroughly interesting couple of mornings and I could see any of the six people to whom places were offered enjoying work in my department. We must ask Bob for three of them for school-based method work in the spring term.

Sue Houri is deputy head of John of Gaunt School, Trowbridge, Wiltshire, and Bob Powell is lecturer in education at the School of Education, University of Bath.

## From here to maternity

RUTH SERNER

I hope that Gillian Hooper's article "Family Planning" (*TES*, February 11) will not result in a demand to remove a woman's right to maternity leave if she happens to be in the teaching profession. It seems to me to indicate a more widespread concern in the state of education.

I run an in-service course for teachers and over the past 21 months I have lost 15 members of staff who regularly taught on the course. Thirteen took advantage of Crombie, the early voluntary retirement scheme; one retired at 65 and one was promoted elsewhere.

Out of these, six (five early retirees and the promoted colleague) had paid leave of absence, secondment or remission of lectures in order to complete research or follow courses for further professional study. All but one, involved already hard-pressed colleagues on the course covering their work for them, and at times this meant considerable mental gymnastics to ensure the part-time students involved would not suffer.



The recipients of maternity leave in Gillian Hooper's article were, surprisingly, women. All six of my professionally developed colleagues who moved on, were men. Like her pregnant women, they had all been valued and committed members of our staff and open and honest about their intentions. But while she says "... some of my (mainly men) colleagues emerged with strengthened or even newly developed convictions of women's relative unreliability", I might be forgiven for suggesting that my experiences might not exactly strengthen my faith in men's reliability.

It might be suggested by some that maternity and study leave carry certain obligations. Shouldn't employers feel obliged to provide adequate replacements during these periods of leave to avoid ill-effects and the retreat into the backwash of sexual incrimination? I know that many staff who go on courses feed the fruits of their labours back to those who supported them in going, just as many women who take maternity leave return to their classrooms renewed and enriched by the experience.

To distort my own experience into a general tirade against self-seeking and unreliable colleagues, would be as unwarranted as generalizing the recent comments of Margaret Maden and Gillian Hooper into a demand that we put into reverse the advances made in the rights of women teachers. To my both experiences highlight the unwillingness of the present providers of education to finance professional staff development and sexual equality for teachers.

I fear that articles and speeches on the hove: caused by maternity leave may only serve to highlight one symptom of a deeper and more threatening malaise rather than reveal its causes. They could thereby provide another opportunity for teachers to blame each other for the present shortcomings rather than work together for a better qualified and more satisfied profession.

Ruth Serner is a senior lecturer in polytechnic.

## REVIEW

## Books across boundaries

Heather Neill reports from Bologna



From the exhibition: "Kaguyahime" Hiroko Asada: Japan



"3 nights with Santa" S. Kniffke: France.



"Books of words" D.C. Thibault: France.

Although no one actually burst into a chorus of "Lloyd George Knew My Father" on the 10.55am flight from Gatwick to Bologna on March 2, there was the definite air of a festive outing. Mainly British, but some Japanese, French and American publishers greeted each other cordially across the gangway and at least one book, the finished copy rushed from Los Angeles the previous week, was handed around for approval. There wasn't a seat to be had.

The beautiful medieval city of Bologna, with its arched pavements and spacious piazzas, has been synonymous with children's books for some years. The beginnings of the annual book fair there were simple enough. Twenty years ago this year, the burghers of Bologna, a Communist but commercially enterprising bunch, invited publishers to bring their wares. In those days the gathering was a relatively intimate one, housed in a palace in the centre of the city. Dozens of British children's publishing like Julia MacRae of Julia MacRae Books, and Margaret Clark of The Bodley Head recall the informality wistfully. Nowadays, the fair is accommodated in a vast, specially built centre on the outskirts of Bologna and exhibitors are likely to have a full diary of appointments every 15 or 30 minutes organized in the weeks before the opening. This year there were 887 exhibitors from 60 countries in four pavilions covering 12,300 sq m. Countries represented included some from the Third World, from Africa, the Far East and South America; the United States, the Commonwealth and Europe; Japan, the Middle East and South Africa. There are increasing numbers of school books, a section devoted to comic strips and signs that software will have a significant place in years to come. There are always major exhibitions of art work, including one this year devoted to Chinese art.

There is general agreement that attendance at the fair is essential, even in these days of telexes and aeroplanes, when perhaps most of the books a publisher might be interested in have been available in one form or another already. There is no better way of summing up trends or consolidating relationships with publishers from other countries. Everyone seems to find the experience stimulating. You never hear a moan about having to attend Bologna, as perhaps you do about other professional gatherings.

Some publishers go along to Bologna bearing handfuls of proofs, knowing that they need to arrange a co-edition with at least one other country to make publication viable. By this method the expense of colour printing is shared, only the black plate showing the text having to be changed for each language. Others prefer to trust their own judgment, publish anyway and perhaps seek partners to share the cost of reprinting. First print runs can be as low as 5,000, so if a book is at all successful a reprint is likely. All this applies, of course, to picture books, the main focus of interest at Bologna; novels are more likely to be bought and sold through agents.

Many prefer to sell the translation rights by which a given publisher will have control over the publication of a title in another country or a group of countries which have a common language. People are more cautious than they once were and few deals are sewn up conclusively at the fair, though large figures are bandied about. This year the British contingent were hopeful that the current low value of Sterling would make the price of UK books attractive to foreigners. The unit cost varies, of course, according to print run, so that if - say - an American firm agreed to a co-edition involving perhaps 10,000 copies, the next potential sharer of cost could be quoted a more attractive price than before.

The Bologna Book Fair is a mecca for illustrators. This year's winner of the Flora di Bologna Graphic Prize is Roy Gerrard for *The Peverham's* (Gollancz). The exhibition of a hundred examples of outstanding work by illustrators was selected by a distinguished jury from 495 entries. Meanwhile, young hopefuls try their luck. The French publisher Gallimard was especially popular with hordes of young artists queuing up clutching their portfolios of work. Established British illustrators made regular appearances at some of the stands, including David McKee (Andersen Press), Michael Foreman (Gollancz) and Shirley Hughes (The Bodley Head), sometimes to advise the editors on proffered art work.

A development in the last few years at Bologna has been a growth in the number of packages. A package is a kind of agent who recruits an artist, puts together a book in

(there is a 48 per cent margin for the retailer on a bestseller) are not daunted by the cost of British and American books. The growth of children's book clubs has also helped to keep the market buoyant.

In France there are no non net books for schools and no library suppliers: all titles are sold through bookshops. Jean Delas of L'école des loisirs says that English picture books are "very specialized" and certainly there has been surprisingly little traffic between the two countries in the past. Recently, however, things have begun to change and the direct supply of French titles to English schools (see *The TES*, February 25) is an exciting development. The fact that Christine Baker of Gallimard is the French daughter-in-law of Eric Baker, once proprietor of the Children's Book Centre in London, is not without significance here. The Gallimard stand sported several familiar titles, including a parallel text version of Graham Oakley's *Church Cat* as an aid to learning English.

The Swedes are especially fortunate in their library supply service. It is normal procedure for publishers there to submit books in proof to the suppliers who produce two reports to be circulated to libraries so that orders may be placed early. Out of a normal print run of 8,000, the libraries will often buy 3,500. Here, as in Germany, book clubs play an important part.

Children's literature is treated with great respect in Sweden; Astrid Lindgren the internationally famous author whose latest book *Ronja* will soon be available in 18 countries is an especially popular subject for research in universities. Kerstin Kvint, representing Ms Lindgren's publisher, Rabén & Sjögren, said she was little short of a national saint.

All is not roses elsewhere. In Italy especially, times are hard and even Emme Edizioni, a leading school and children's publisher, is struggling. Sylvia Servi, representing them, said they were lucky to sell 2,000 copies of any picture book. And in Holland several publishers have recently gone bankrupt.

One positive result of economic stringency is that there is less room for the "bland international product," the picture book designed to catch numerous co-editions rather than allow the artist free expression. Information books are rather different, as there is less emphasis on national taste. Wayland, for instance, always publish with the international market in mind and assume co-editions to keep prices down. They sell mainly to English-speaking countries with a strong library tradition as their books are mainly designed to be used for reference and project work.

It is not always easy to predict which books will cross international boundaries successfully. As John Lewis of Wayland says: "Publishing is an extension of personality; so one tends to deal with people rather than books." Certainly it is clear that the relationships between individual editors influence the chances of publication in one country or another. There are always surprises though. The Japanese have been prominent on the European and American children's books scene for many years, but who would have guessed that the four *Bramble Hedge* books (from Collins) about furry creatures in a very English hedgerow would sell to the tune of 10,000 each in English in Japan as well as 60,000 in Japanese. For their part, the Japanese do a brisk export trade. Anno, Anglophilic and Italo-philic that he is, produces work that is distinctive but, admired internationally. Anno's *Journey* alone has been published in 10 countries. But then Sukeichi Akaba's *Shiko* and the *White Horse*, also from Fukuinkan Shoten, and more obviously "foreign" is published in five.

School textbooks sometime do well. Among many examples, Longman's Nuffield Chemistry has sold in Poland, Israel and Italy. Harp sells language and maths books in Europe and Cambridge University Press' *History of Mankind* series is internationally popular. English language teaching is an obvious area in which British publishers can hope to expand internationally. CUP has plans for this and of leading the way with educational software. Longman sell ELT books in Italy partly by providing some instruction to go with them. This is eagerly welcomed as the Italian government provides no teacher training.

The British presence is still probably the most significant in Bologna. Familiar titles appear in translation on many stands. Let us hope that the British contingent will be even more buoyant when the fair celebrates its twenty-first birthday in 1984.

## Mean streets

EDUCATION WELFARE OFFICER

Tuesday morning, an early start, eight o'clock, rattling the letter box of a ground floor flat in a block on a busy street; a 16-year-old boy puts his head round the door. The education welfare officer introduces himself, the boy has just got up, not wearing trousers, he goes off to put them on. They can't talk inside as the boy's sister is asleep on the sofa in the living room. They talk in the street raising their voices as the lorries thunder by.

David won't admit to already having a job, but they both know that he has. He was 16 in September and has to attend school until the end of the Easter term. David is capable of taking O levels but had not attended school regularly for six months, even though his mother has received the first and second warning notices from the courts.

The education officer warns David that his mother will be taken to court for failing to ensure that he attended school. That makes a slight impression on David but he is also frightened of losing his job? Since the death of his father, David has been used by his mother as the head of the family and school has seemed remote and pointless.

"So you take odd days off. No one notices them; it's two days off, then they turn into three and four. When you go back you've missed so much, you don't know what the lessons are about."



David's friend, Christopher, has also failed to attend school regularly for six months, he lacks David's determination to find an unofficial job and has been hanging around

school didn't want Christopher back, he was not interested in learning, he was aggressive to the teachers and walked out of the classroom whenever he felt like it, he had refused all offers of help for his learning and behaviour problems. There was a unit for pupils who find it difficult to cope with school but it always had a waiting list and it could only take pupils who wanted to cooperate.

The education welfare officer has to insist that Christopher returns to school. The court officer was prepared to concede that provided Christopher attended 100 per cent he could have two days out of school doing work experience but this would be stopped if he was not in school on the other three days in the week.

The school did not like this arrangement because a pupil who would be absent for two-fifths of every week would be completely unable to keep up with the work. His class would be doing, especially if he had missed six months of school already. It would be impossible to control a difficult pupil who would be so unable to understand what was going on and who had no desire to learn.

Not all pupils who find school irrelevant or too difficult to cope with need to be truant; they find ways of getting themselves suspended - a form of legalized truancy.

"I used to set up so that I would be suspended," said Jonathan. "And when I was suspended, I was suspended as a technical loophole to keep out disruptive pupils. The undefined period effectively placed a pupil in a pupil in his final year. It is preferable to expulsion, which might jeopardize a pupil's chance of employment."

It is not surprising that when pupils feel that school is not for them, they develop a negative attitude. This is often a result of a

shopping precincts and elsewhere. Certain blocks of flats and estates become the known haunts of truant who drink or sniff glue.

Given the resources, flying squads of education welfare officers could comb the streets and regular haunts of known truant, collect them into discreetly parked mini-buses and transport them back to school. But pupils who have been escorted back to school often bunk off again within minutes of their return. Education welfare officers are not magicians who can miraculously convert an habitual truant into a model pupil willing to work hard for his CSEs.

But the fact is the resources are not available and the education welfare service has been subject to severe cutbacks. This, along with the difficult and often dangerous circumstances officers are expected to work in, has put further strain on the service.

Walking long distances in all weathers is often unavoidable and far from attractive after dark in areas with a high incidence of street crime. So it is not surprising when an officer comes across a colony of glue sniffers, if he passes by on the other side.

The average time officers last in one London authority is 18 months; at one large comprehensive the education welfare officer usually stays less than three terms.

Many of us would like to try different approaches: group work and other experiments to prevent truancy ever starting. The results have been quite impressive, but the pressure is now on the service to be more effective with fewer staff. Working in a put price organization, education welfare officers provide a put price service, and it shows.

The author is an education welfare officer in London.



## ARTS

## Sound minds

Marvin Minsky decided as a student that there were three interesting areas of inquiry in the world. They were genetics, physics and "mind". The most profound and therefore most challenging was "mind".

In the first of the five-part series of programmes *Machines with Minds* (February 28, Radio 3) Minsky, now Professor of Science at the Massachusetts Institute of Technology, gave the view that the word "intelligence" is one left over from an "earlier stage of culture" and stands for "a large and messy network of different ideas". All that can be said about it is that to suppose "intelligence" in "unusual performances" is one of those "bad old" ideas that hold up the progress of knowledge. To understand how intelligence works we have to focus on "ordinary things". This view is now general among people in the "artificial intelligence" field and has developed out of finding it relatively easy to programme computers to do calculus or play chess but almost impossible to teach them to see and understand what is around them in the ordinary world.

The first programme of *Machines with Minds* explained the factual and philosophical development of "artificial intelligence" over the last 30 years with reasonable clarity. Colin Blakemore, the presenter, could have allowed his clearest and most stimulating speakers - Marvin Minsky, in particular - to tell more of the story. And he could have prompted them to give more concrete examples to illuminate their abstract propositions. He could also have dispensed with his "descriptive touches" in introducing them. The information that Marvin Minsky had a Beatles album open at "Hey, Jude" near his desk seemed somehow to detract from, rather than add to, the knowledge of Minsky's mind and personality gained from his words. But on the whole Blakemore covered the ground briskly and efficiently and he conveyed the excitement of the subject very well indeed.

The second programme in the series (Wednesday, March 7, 9.15 pm, Radio 3) was on "expert systems". It became hard to follow at times as it delved deeply into the question of how such systems play chess or diagnose illnesses or become world backgammon champions. (A computer called *Mighty B* holds the title at present.) It posed the question of whether these systems can actually "think", as do people, but tantalizingly though inevitably failed to answer. (A philosopher's comment on what "thinking" is would have been useful.) Perhaps the most fascinating item in the programme was the description of a system called *Euroscop* which has been programmed to discover new knowledge and produce new "rules of thumb". One morning, after leaving it running all night, its inventor found it adding its name to all the lists of discoveries of important new breakthroughs in science that appeared on its programme. That sounds all too like "thinking". But, as Colin Blakemore observed, it seemed less like "thinking" when it did it again after being found out.

Frances Hill



'Local Hero'

## Forsyth saga

Local Hero.  
Odeon, Hymmarket.

After *That Sinking Feeling*, which looked a shade over-sentimentally at the lives of the young unemployed, and after *Gregory's Girl*, which brought an affectionately ironical eye to bear on the tribulations of call-love, Bill Forsyth has now taken contemporary Scotland's most uncomfortable political topic and turned it into a charming and utterly believable fairy-tale. By the time these words are read the plot of *Local Hero* may well be widely known, but I won't spoil anyone else's pleasure by revealing the twist at the end. The action turns on the cultural collision between Houston, Texas, and a remote Scottish coastal village: the money/oil deal threatens to throw everyone off balance until the arrival, literally, of an eccentric *deus ex machina*.

It emerged, in the course of a recent *South Bank Show* (LWT) devoted to the making of this film, that David Puttnam (its producer) had insisted that Forsyth tighten everything up: Forsyth had not demurred, but the process was made to sound painful. The cuts were probably justified: the result is a perfectly judged piece of drama, with Forsyth's dry humour pervading every scene.

How does he do it? Well, it helps to have Burt Lancaster as the god in the machine, a clown with the weight and solidity of a Rodin statue. Peter Riegert, a healthier, less shop-soiled version of Dustin Hoffman, leads for Texas, while the flinty mercurial Denis Lawson leads the locals. But Forsyth's unique gift lies in the way he can press a dead rabbit, a Japanese watch, a beautiful strip of beach or a sudden shower of comets into service as comic actors in their own right. The big, pompous emotions are systematically deflated: the trivial things we normally regard as beneath our notice acquire the resonance which is their due.

PS: Forsyth's screenplay for *Gregory's Girl* has just been published in a new adaptation for schools by Andrew Bethell (Cambridge University Press £1.35, in the Act Now series), complete with suggestions about casting and staging.

PPS: Penguin have just published David Benedictus's "novel", *Local Hero*, based on Forsyth's screenplay (£1.50).

PPPS: Those within striking dis-

## Schlock horror

Class of 1984.  
Various cinemas

The press kit for Mark Lester's film *Class of 1984* comes in a folder emblazoned with British newspaper headlines: "SCHOOL OF FEAR - Protect us, says head as gang runs riot"; "Teenage thugs terrorize school"; "A trendy text for trouble". Inside we are told that although the film concerns an American high school, "Class of 1984" is a warning. Not of what is happening here, but what is even now happening.

In fact it is a surreal B-movie fantasy by a director who has won two Venice Film Awards and whose previous B-movies have been much admired by critics as the work of an original "cinematic pop artist". However, in this case Lester fell out of favour and *Class of 1984* has been panned both here and in America as a crude, schlock-horror exploitation picture. It is indeed a nasty, violent, exploitative little work but it is quite brilliantly done - and no doubt it will feature in some BFI retrospective ten years hence. The fault lies not with its pace or style but with its morality; in particular the way in which it grafts the old *Blackboard Jungle* high school problem picture onto a modern, Reaganite vigilante film.

The opening scene strikes a note of black comedy. Andy Norris, a young idealistic music teacher, arrives for his first day at Abraham Lincoln high school to find that there is a metal detector and weapon search at the front door armed guards patrolling the corridors and drug dealing and gang fights in the toilets. Watching this, one wonders why a school set in a leafy, idyllic suburb has a student population evidently recruited from the worst slums of the South Bronx. Then one notices that most of the delinquents, apart from the main gang, are black or Puerto Rican - and the message comes clear. This film is about an American nightmare, the floating terror in suburbia that the problems and knife-wielding gangs of the inner cities are going to take over their quiet streets.

Mark Lester has often been



'Class of 1984'

acclaimed for his witty use of cinematic clichés, and *Class of 1984* is a parody, and an attack, on the *To Sir With Love* image of a dedicated teacher breaking through. Here the delinquents are unrepentant, nihilistic psychopaths in punk clothing; the teacher Mr Norris (Perry King) is, beneath the concerned liberal exterior, a blood-crazed vigilante. He is given provocation in plenty, from a fire-bombed car to a raped wife, but his interest in "reaching" his problem students is non-existent. When the gang leader Stegman (Timothy Van Patten) turns out to be a brilliant pianist he refuses him a place in the school orchestra and kicks him out of the class.

Roddy McDowall, playing a gentle alcoholic biology teacher, confesses, "I can't get through to them... If I could only be an inspiration to one growing mind!" In his next scene he is holding his class at gunpoint and muttering ecstatically "They can learn!" as they splutter out the answers, pop-eyed with terror. It's a very funny, cleverly handled scene. But what it is leading up to, after endless scenes of indifferent administrators and kindly, ineffectual police is a finale of revolting carnage in which Mr Norris tracks down Stegman's gang and murders them one by one.

The element of parody works right through to the final scene which combines Walt Disney-style sentiment with the violence of *Carrie*. Lester seems too sophisticated to believe his hard-boiled message: *Class of 1984* has the rabid sincerity of a true vigilante film. It is as hypocritical in its way as the old-style Hollywood morality tales. But like them, the film plays expertly on an audience's fears and dreams. The message to educators hear is very simple: "Forget social work - go out and get the bastards and gun them down."

Mary Harron

## Shards of fantasy

The Dark Crystal.  
Various cinemas, Cert. PG.

Science fiction usually implies that the future, whatever else it may be, will at least appear streamlined and outwardly hygienic. The fantasy genre to which *The Dark Crystal* belongs, on the other hand, delves into a subconscious peopled by creatures which abhor straight lines and seem both unsavoury and inefficient. What both genres have in common is a liking for portentous language and a need for the resources of technology, behind the scenes if not also up front. *The Dark Crystal* uses all the clichés of such fantasy, from giant beetles to predatory plants, with a visual vocabulary derived from alchemy, Celtic art, witchcraft and Gothic horror, to tell a sub-Arthurian tale of perilous quest and esoteric wisdom. Were it not for the technical skill with which Jim Henson and his Muppeteers animate their bestial miscigenations, even a comparatively young audience might notice the banality of the plot and dialogue.

As it is, they will probably consider the whole exercise entertaining enough, especially the evil Skeksis, whose uncouth table manners would

## Life skills in Wakefield

The theatre in Wakefield College was packed, which seemed to surprise everyone, including the organizers from the National Association of Drama Advisers and NATFHE Drama Section. Not all the drama practitioners present at Life Skills for the Eighties were advisers, and many were from other professional organizations. What brought them together was the conviction that drama specialists could make valuable contributions to new programmes in what used to be called "life education". "You should make yourselves acquainted with new life-19 initiatives," urged Roger Williams, IIMI with special responsibility for drama, drawing attention to an EEC conference on that very subject at Dartington Hall in April. The news that Colin King, of the Broadcasting Resource Unit of the Manpower Services Commission was to speak must have been an added incentive to those who wished to improve their acquaintance.

"We're not getting at the long time unemployed sitting at home, or to young people looking for jobs," said Mr King. "We're not getting at the trainers." He trusted that this would change after the New Training Initiative, and expressed his scorn for "the passive learning prevalent throughout the UK" and the failure of three thousand years of liberal education. Computer technology would change all that, and "you drama people" who know about "the necessity of rehearsal" could offer skills to increase the flexibility of mind of the potential workforce.

Ken Humphrey, Drama Development Officer for Hampshire, talked about the improved confidence of youngsters involved in YOP drama schemes and their increased commitment to "the work ethic". David Morgan, Senior Adviser 16-19 for Knowlesley, described both of his pressing social conditions of the local multi-racial arts team and drama tutors on "life skills" schemes to enhance young people's self-esteem.

Dick Wilcocks

NADA can be contacted at 51 Staveley Road, London SW12.

brand them as the villains of the story, even without their beaks and their undernourished method of electing their leader. The hero is a humanoid (Geffery Jen played as his name suggests, by Jim Henson, with the voice of Stephen Garlick) who must save his missing fragment referred to as a "shard". The word more commonly used of pieces of earthenware, seems to have been chosen in a spirit of "to hell with the meaning, as long as it sounds good", and the same applies to the dialogue as a whole.

Robin Buss

One of the most extraordinary intellectual migrations in all history took place during the thirties and early forties as artists and scholars from Europe fled west to California. Europe flooded west to California, where many of them quickly found themselves involved in the film industry. John Russell Taylor's *Strangers in Paradise* (The Hollywood Emigres 1933-1950 (Faber £8.50)) is the first substantial study of this phenomenon, and it would be hard to imagine a better. Russell Taylor brings his formidable erudition to bear on the often surprising collaborations and collisions which resulted from Brecht, Thomas and Heinrich Mann, Schoenberg, Adorno, Stravinsky and a host of other notables joined the film for required reading for cinema historians, and bedside reading for those who just enjoy the films.

Michael Church

## ARTS

## Committed and confusing

Fen. By Caryl Churchill.

Almeida Theatre.  
Berlin Berlin. By John Retallack and Aetors Young.  
The Tempest. By William Shakespeare.  
Warehouse Theatre.  
Kick for Touch. By Peter Gill.  
Small Change. By Peter Gill.  
National (Cottesloe) Theatre.

*Fen* was written after a Joint Stock workshop in a village in the Fens. Acted with high seriousness by five women/one man, it presents scenes from rural life in and around a potato field. Running through it is the love story of Val and Frank, farm labourers. Having left husband and daughters for Frank, Val cannot be happy with him because she misses her daughters. She cannot live without him so she proposes "suicide" by Frank stabbing her. Instead, he bashes her head in, bundling her into a wardrobe. She immediately re-enters, a ghost describing the living dead.

Apart from Jennie Stoller (Val) everyone else slips in and out of four characters each. This is done simply by breaking from one scene to the next in half-light and regrouping as new characters. It makes for confusion: especially with one man playing husband/lover/labourer/landowner with little change in appearance. The bangs at the bosses, the knocks at Charismatic Christianity,

the workers' struggles are patently agit-prop: the weakest parts of the play/anthology/propaganda exercise. There is some very good acting from Tricia Kelly (especially as Becky), Jennie Stoller, Amelia Brown. But it lacks the common touch: it is theatre by and for the committed. It is to four five university theatres, East Anglia and be part of the "Britain salutes New York" festival in May. What will they make of it?

What is anybody to make of ATC's *Berlin Berlin* and *The Tempest* both directed by John Retallack? He also wrote *Berlin Berlin* which Ulrich's attempts to find meaning in life lead him to identify with a psychopathic murderer: this may typify the inertia of Western intellectuals. With vile Weillish songs, a re-run of Ubu, masked appearances of Reagan and Brezhnev, it gets nowhere very slowly - exposing the weakness of the company. Retallack has made nonsense of *The Tempest*. Prospero is a "Queen of Milan" so all masculine references become feminine except where Ariel loudly addresses her as "Master". A female Prospero (wouldn't Prospero suit better?) is unobjectionable: Bernhardt played Hamlet, and Frances de la Tour: there has even been a Queen Lear. What is objectionable is making a travesty of Shakespeare's great play. A foreigner in the audience was astonished to learn that Prospero was made in the original and totally con-

fused by the production. Confusions much more interesting arise from Peter Gill's new play *Kick for Touch*. It is an open-ended text, with time shifts back and forward from the present, using only the base-coinage of trivial verbal exchange from which violence erupts for want of expression. Jim's brother Joe is married to Eileen. Has Eileen slept with Jim? Did she beat his child, or was it Joe's second? Was someone murdered? Does Joe want sex with Jim? Are they brothers indeed? Alison Chittly's setting (white blot on black) sharply places the barrenness of their world; James Hazeldine, Kenneth Cranham, Jane Lapotnik act marvellously. For all their efforts, it doesn't work. It's as if Gill is trying to write another play.

Oddly, he had already done it, using the same devices of memory, remembered popular songs, non-logic, in *Small Change* first presented in 1976. This revival uses three actors from that production: James Hazeldine, June Watson, Philip Joseph with Maggie Stead as newcomer. Two boys grow up possessed and trapped by their mothers and by the adolescent love they shared. That's all, but it is more than enough to make a beautiful, true, clear-sighted exploration of human love and the chains it forges.

John James

## The other End

The East End Festival  
March 3-27 1983.

Americans on 14-day budget economy package tours of Britain are taken to the East End of London for "an evening of traditional Cockney entertainment". They force down pints of bitter, swallow jellied eels, learn the hokey-cokey, stumble through the Lambeth Walk and have their photographs taken with a passing Prince of Wales.

That's one side of the East End, a picture-postcard image of the place which has little or nothing to do with the real thing. Far more accurate as a portrait of life in today's East End is *TEEF*, The East End Festival, a three-week cornucopia of arts and music events currently spilling over from the Half Moon Theatre in the Mile End Road, E1.

The fifth event of the kind, the Festival reflects the multi-racial nature of east London, drawing on both amateur and professional music, theatre, dance, mime and writers' groups from all over the area. In addition, there are guest appearances by nationally-known professional groups as varied as the

Dembina. Performed by members of the English Gamelan Orchestra, and no less than three exhibitions of photography. The most important of these, at the George Green Centre, 18 Manchester Road, E14, is a collection of prints by Humphrey Spender, brother of Stephen. Taken as part of a Mass Observation survey, they depict in graphic, evocative detail working class life in Bolton and Blackpool in the late thirties, immediately before the last war.

Theatre events of various kinds make up the bulk of the festival, with a dozen different companies taking part. Events go off to a lively start with a performance of the Newham-based Theatre Venture's community show *Shirley Holmes and the Case of the Spanish Indian*. Still to come are appearances by the dependable Soapbox Theatre Company (their play for the under-sixes *When the Balloons Went Up* is on the afternoon of Tuesday March 15) and the RSC who are bringing two short pieces for children to the Half Moon Theatre on the evening of Sunday March 13.

On a more serious level, *Auschwitz* is an evening of drama and poetry specially devised by Ivor

Hugh David

## Reflections

from the matter or the means. The alert viewer will notice that the verandah, air-conditioner and the title, "Welfare", of 17-year-old Casey Welch's socially satirical drawing indicate America but little else, least of all the Porsche, ubiquitous jeans or driving technique. And although Scott Pilger's photograph of clapboard buildings, "Con-flicting Angles", shares its subject with the famous pictures by Walker Evans, Evans' were not taken in the mid-West but New England.

No doubt the 18-year-old's photograph does depict a part of his environment as its form reflects his American culture, but cultural exchange between Britain and America has now gone so far that what is common experience can appear to outweigh that which is still peculiar. Painted at Wood Green School, 11, year-old Fania Haukhor's "My Fantasy Self" reveals a remarkable resemblance to Bette Midler, while 12-year-old Mark Bensicium's fantasy of his friend is not as Robin Hood but Tarzan, only an incongruous spray of ivy over the hero's head holding on to the artist's North-London home.

Michael Clarke.

## Bewitched

The Meg and Mog Show.  
Unicorn Theatre.

One of the best examples of children's theatre is currently bewitching young audiences in London. *The Meg and Mog Show*, which was an enormous success two Christmases ago at the Unicorn Theatre for Children, is having a second run from now until the end of the Easter holidays.

Maureen Lipman, who dominated the show last time with a performance that convincingly conveyed impending chaos round every corner and an ability to make several syllables out of Meg's catch phrase "Oh dear", is now entertaining adult audiences elsewhere. Her replacement as the witch whose spells always go wrong, Amanda Barrie, whose slender frame, scatty mannerisms and lovable helplessness suggest a vulnerability possibly even closer to the character in Helen Nicoll's and Jan Pienkowski's books. If she lacked anything in comic delivery and timing she more than made up for it in the immediate rapport she established with the children in the audience, provoking much more involvement than I remember last time.

David Wood's production has undergone one or two changes. Choreography and movement seem sharper and take advantage of Miss Barrie's agility and there is a welcome addition of some rather impressive magic tricks which can amuse in their own right. Catchy songs and sets, and costumes that retain the colour and feeling of the

Amanda Barrie as Meg books (and a script that is infinitely superior to them) add to a thoroughly enjoyable two hours in the now refurbished Childrens Theatre.

Two questions though. Why has David Wood neglected the chance to give children the incomparable sensation of being frightened by making both the prehistoric monster and the tiger harmless comic characters? And why did Miss Lipman and now Miss Barrie decide that Meg should have (most of the time at least) a Lancashire accent? Do regional accents subconsciously suggest scattiness to London audiences? It certainly gives a new interpretation to the phrase the Witch of the North.

David Lister



Amanda Barrie as Meg

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## FICTION IN FOCUS

## Ways of seeing

Brian Morton on the retrospective emancipation of Walter de la Mare

Best Stories of Walter de la Mare. Faber and Faber £3.50. 0 571 13076 3. Memoirs of a Midget. By Walter de la Mare. Preface by Angela Carter. Oxford University Press £3.50. 0 19 281344 7.

Since his death in 1956, Walter de la Mare has largely been consigned to the nursery. It is a fate that awaits any writer who takes as his subject the ways and thoughts of children or who elevates simplicity of style into a cardinal virtue. De la Mare has remained an eccentric and largely forgotten figure, known (if at all) only for his numbingly dull poetry and stories for children.

The recognition that de la Mare is a serious and profoundly adult writer of prose had to wait until the republication in 1982 of his novel *Memoirs of a Midget* and the reprinting this month of his own selection of stories. Both books reveal an imagination and intelligence disturbingly far removed from the cosiness of the verse.

*Memoirs of a Midget* is the story, told by herself, of the diminutive Miss M, and the fears, discoveries, brief fame and passion of her twentieth year. The device is familiar enough in children's literature but de la Mare puts it to startlingly complex and consciously literary use. The book is deeply concerned — as most of de la Mare's work is — with ways of seeing: the stares of passers-by, looks of love or pity; with spy-glasses, microscopes, mirrors, spectacles, both "rose-coloured" and "mimifying"; with prospects, views, outlooks — this is the imagery which dominates the book. De la Mare uses it both literally, as Miss M moves through a society alternately entranced and horrified, and figuratively, as he explores our perceptions of class, social position and physical beauty; he analyses the distinction between appearance (what is seen) and reality (what is); between the imagination and reality; and speculates on the nature of "point of view".

*Memoirs of a Midget* purports to be an unfinished manuscript "found" and edited by a friend of Miss M's. It is a book very much concerned with the circumstances of its own making and with the nature of all books and fictions. Miss M is obsessed with the gap between the stars she sees in the night sky, their stylized appearance in her book of con-



stellations and the astronomer's definition of them as boiling clouds of gas. De la Mare's hard-headed conclusion is that neither the imagination nor science is a wholly sufficient way of seeing.

Miss M seems almost aware that she is an imagined being strayed into a real and hostile world: "It was more like reading a story about myself than being myself". The gap between reading and being is one that de la Mare often explores. The hero of "An Ideal Craftsman" disguises another's murder with techniques read in a secret copy of *The Newgate Calendar* (powerful fodder for the anti-pornography lobby). Saki might have ended the story coldly, cynically, but it is typical of de la

Mare that he restores the frightened, vulnerable child, alone in the house.

James's Maisie Beale, in *What Maisie Knew*, makes us see, through her innocence, the horrors and sexual tensions that underlie an outwardly happy and respectable family. De la Mare's children are presented less obliquely, tell their own stories. The sexual freight is all the more prominent for being more deeply embedded. In the agonies of married life, as in "The Almond Tree", one of the best stories, the child is almost literally not seen by the adults around him; in the end, an unseen child becomes the key to tragedy. In a child's world, adults are omniscient; "Seaton's Aunt", seen from childhood, has the power to see everything, even secret thoughts; from adulthood, she is simply an old woman and those who were children are destroyed by the weaknesses that were always there.

De la Mare's is not a comforting world. We have grown accustomed to the horrors buried in fairy tale and myth; what is significant here is that de la Mare presents his fictions in a highly realistic way. He deliberately hides Miss M's actual height from us. It is not an issue. All that matters is her otherness. All of de la Mare's characters are outsiders, orphans, the physically and mentally infirm, lonely and unpopular boys — all those who are perceived as "different". Out and out apocalyptic fantasy like "The Vats" is not typical. De la Mare's fictions are grounded in the real world and in the fictions we use to modify and control our environment and those we live with.

It would be too easy to accuse de la Mare of burying uncomfortable realities in symbols and emblems; the truth is that he presents them direct, but with a child's consciousness; when Miss M buries a bloodied nightdress in the garden, she blames a scratch on her thigh; de la Mare makes it perfectly clear that this is menarche and that the young woman associates her awakening sexuality with the claws of the staring tom-cat. Though he seldom buries such recognitions even this deep, de la Mare remains, especially in *Memoirs*, a strikingly difficult and varied writer who saw that in the house of fiction James described (and de la Mare does not suffer by the comparison) the real fascination is in the human figure, its passions, pains, and the images that we impose upon it. In 1938 de la Mare wrote: "Feelings as well as thoughts may be expressed in symbols; and every character in a story is not only a 'chink' in the dark cottage from which his author looks out at the world, but is also in some degree representative of himself, if a self in disguise." A realist as well as a symbolist, de la Mare is one of the very great explorers of the guises of self-hood.



## A sermon

Neil Philip on Russell Hoban's new novel

Pilgermann. By Russell Hoban. Jonathan Cape £7.95. 0 224 02072 2.

"I don't have nothing only words to put down on paper. It's so hard. Some times there's more in the empty paper nor there is when you get the writing down on it. You try to word the big things and they turn their backs on you."

Russell Hoban's *Riddley Walker*, written in a mutilated but potent English like the stump of a severed leg that still feels the phantom limb, seems to me one of the most brilliant novelistic attempts to "word the big things" of recent years. The worn-down language becomes hypnotic; the story has the resonance of myth. Riddley, the "connection man", expresses in his inarticulate, in the gap between what he wants to say and the means available to say it, much that speaks deeply of our strongest desires and fears.

Hoban's new novel, *Pilgermann*, is self-consciously an extension of that book. But instead of a narrator who feels safest in silence, who tells us, "I have to stop here for a little", it gives us a voluble narrator, who never stops, but talks and talks at pace about the insights Riddley elicited slowly, tentatively. It is a text with no space for a reader; a sermon, not a connexion. Whatever lay waiting to be revealed in the empty paper has been overwritten.

If *Riddley Walker* was a religious book, *Pilgermann* is a book about religion. It is packed with quotations from sacred texts, and its heavily symbolic narrative concerns the First Crusade to Jerusalem initiated by Pope Urban II in 1095, and specifically the siege of Antioch in 1098. *Pilgermann*, speaking to us as a disabused contemporary, was at that time a castrated Jew, who sets out on a pilgrimage to Jerusalem after a vision of Jesus, but revises his goal as he refines his understanding of "potentiality and actuality" and settles in Antioch with a Turk, Bembel Rudzuk, creating an infinitely extensible tile-pattern called "the Hidden Lion".

That lion has lurked in Hoban's work before: in his first novel for adults, *The Lion of Boaz-Jachin and Jachin-Boaz*; in the scriptural epigraph to *Riddley Walker*. Indeed, *Pilgermann* is largely an explicit statement of the implicit themes of Hoban's earlier work. Thus at a crucial moment *Pilgermann* ponders, "How to live then in this little space in which we have a self and a name, this little space in which we are allowed to accumulate our tiny history of days, this moment that is at once the first moment and the last moment, this moment that contains our universe and such space/time as is unwinding in the working of it?" The answer can be found in Hoban's children's classic *The Mouse and his Child*, in the struggle to be "self-winding", the cycle "ungoing into going and back again". But in *The Mouse and his Child* Hoban was still willing to offer a positive answer to the question of how we should live; *Pilgermann* tells us only how to die.

Hoban could not write an uninteresting book, but in *Pilgermann* he has written a ponderous, ill-digested one. *Pilgermann* has all the answers — "It is from the cosmic intolerable of the nothing-in-everything alternating with the everything-in-nothing that all things come" — but he leaves me cold. Riddley Walker has only questions, and he thrills me to the marrow: "Our wool life is a door we don't think of nor we don't know what it is. What a way to live."

## BOOKS

## Reports from the front

Poetry competitions are in vogue. The Arvon and National Poetry Society prizes attract tens of thousands of entries and last year's English Centre competition drew a massive response from London students. The winning poems now brought together in *City Lines* (ILEA English Centre £1.50. 0 907016 022 2) read like a series of urgent reports from the teenage battlefield. Some points of departure are personal (the sense of being an outsider, first love so tender and vulnerable, agony at a split family, the death of a relative) and some public (London's squalor, the misery of high-rise flats, colour prejudice, the threat of nuclear warfare). The common factors are intellectual and emotional honesty, forthrightness, ready humour, and a willingness to hope for the best, and many of the poems display an impressive ability to move beyond mere statement and play with ideas — this element is endorsed by the intelligent decision to print some of the students' comments on how their poems originated and developed.

In shorter supply, as one might expect, are subtlety, real confidence in the handling of form, and sheer word-revelry, so it is a pleasant surprise to come upon Julia Ignatius's charming short parody: I'm a deummun I don't no how to spel . . . I don't kair wot pepel sai I don't need to reed or rye I am not goeng to chooz it in the third years an I don't nede it in my Jobb —

What do I kare! The poems are complemented by excellent photographs of metropolitan life seen from the teenager's viewpoint. All in all, it is a strikingly attractive anthology that leaves one feeling decidedly better about life. Instigator of the Bracknell Literature Festival and author of a long series of poems on getting stuck into an alien environment (*A Fire in the Rain*, Martin Brian and O'Keeffe £3.95. 0 856162 51 5), Sebastian Barker seems the very model of the modern writer-in-residence. Like many of the contributors to *City Lines*, he has enviable confidence and a tendency to reportage; his

attractively idiomatic language sometimes gives way to something altogether more inflated and less satisfactory. He is more convincing, though, than Andrew Greig (*Surviving Passages*, Canongate £5.95 and £3.95. 0 86241 025 8 and 0 86241 026 6) whose pose as a tough guy, as one of the boys, is like a self-conscious version of early Thom Gunn. His poems are eloquent, sometimes really witty, but too slick for their own good.

No less witty or vigorous but far less strenuous, *The Selected Paul Durcan*, edited by Edna Longley (Blackstaff £4.50. 0 85640 269 9) makes excellent company. There is a freshness about his loose-limbed musical work, especially his love poems; they read like snatches of entertaining conversations. Charles Boyle's second collection, *House of Cards* (Carcanet £3.25. 85635 426 0) works at such the same level: colloquial poems teased out of daily experience, the product of a magpie mind that here and there promises something altogether more exciting. This something has to do with inventive energy, the distinguishing feature of John Ash's exhilarating third collection, *The Goodbyes* (Carcanet £4.00. 85635 4522). Using the weapons of wit and surrealism, Mr Ash plays off "the limited and repressed nature of life as we live it, and the life we are able to imagine". Attractive at first reading and with a great deal going on under their often fantastic surfaces, these poems were the Autumn Choice of the Poetry Book Society.

Norman Nicholson is a local poet in the same sense as William Barnes, Hardy, George Mackay Brown. For more than 40 years his knobbly lyrical work has investigated and reflected the people and land around Millom in Cumbria, and it is an absolute delight to have the best work of this warm and wise poet in one volume, *Selected Poems 1940-82* (Faber £5.95 and £2.95. 0 571 11949 2 and 0 571 11950 6). Similarly, concerned with the relationship of man and land, and with how history is always in the making, Michael Vince's poems (in the new *Diurnal*, Carcanet £3.25. 85635 368X) are attentive, unshowy and graceful. More piquant and more stately, *A Season of Calm Weather*

by Neil Powell (Carcanet £3.25. 85635 353 1) has a fertile and convincing title sequence about the power of names, the quirks by which things are remembered or forgotten, and the inescapable "late September sense of loss that wins". There is, indeed, a calm authority throughout.

The natural world is again the presiding genius in Glen Cavaliero's quirky, almost racy, roughly vigorous poems in *Elegy for St Anne's* (Warren House Press £7.50 and £3.50 *Kett's Rebellion* by Keith Chandler (Carcanet £3.25. 85635 277 2), a first volume without much pressure but redeemed by occasional beautiful images and with more than a suggestion that Mr Chandler may become a good storytelling poet. Indefatigable Carcanet are also responsible for Anthony Cronin's wearisome *New and Selected Poems* (£3.95. 0 85635 367 1); high-minded but long-winded and curiously aloof. Buttressed by an introduction from G Wilson Knight, the posthumous poems in *Calling Newfoundland* by Margot Davies celebrates life's joys and the power of faith but has no enduring value as poetry.

On the evidence of *Legacies* (Farar, Straus & Giroux. Distributed by Faber £8.75. 0 374 18472 0), a bilingual edition with effective translations by Alastair Reid and Andrew Hurley, Heberto Padilla — Cuba's foremost poet — has a formidable lyric gift: his poems are often brief, sensual, vivid, ironic. I like them a great deal. But what his work will never have, I suppose, is the sheer appetite and profundity of his fellow Latin American, Pablo Neruda. Now translated into English for the first time, and again by Alastair Reid, the long series of discursive, confident and penetrating autobiographical poems in *Isla Negra* (Sovereign Press £7.95 and £5.95. 0 285 64912 4 and 0 285 64913 2) constitute an important part of the Neruda canon. These are poems of commitment — commitment to living full-bloodedly, commitment to the world both private and public, to poetry itself — written with an ease and power we have not seen in this country since Auden.

Kevin Crossley-Holland



"How a Devil in Woman's Likeness would have Tempted Sir Bors": one of the plates illustrating Simon Wilson's *Beardsley* (Phaidon £12.50), which is actually a Boardsley-book with a difference: each drawing is placed facing its literary source.

## Out of darkness

Vedi. By Ved Mehta. Oxford University Press £9.95. 0 19 503005 2

Here is yet another autobiography of childhood years; but one very different from the others I have reviewed in these pages. For Vedi, born in 1934 into the family of a well-to-do Hindu doctor, was blinded by meningitis when only three.

His father determined that Vedi should not suffer the normal fate of the blind in India: dependence on charity. He would make him independent by giving him the best available education. But Dr Mehta, despite his profession, knew little of blind children's education. From newspaper advertising and correspondence he selected the Dadar School for the Blind in Bombay, 1,300 miles from his home in Lahore.

The Dadar School was actually an orphanage, primitively equipped and inadequately staffed; and the pupils were parentless waifs. Vedi found himself in a different climate and a different physical and cultural environment, among children of a wholly different class, speaking a different language, wearing different clothes, eating different food, and

having an utterly different attitude towards life.

Vedi, though the shock was somewhat lessened by his having meals with the Principal's family, and a real bed in the dormitory (the other boys slept on boards), at first reacted badly. At meals his manners were deplorable, at night he sobbed himself to sleep. But the friendly attitude of his companions, who did not apparently resent the preferential treatment he received, wore away his feeling of isolation, and made him one of themselves. So much so that when holiday-time arrived he did not want to go home.

This book describes, in the simple language of a young child, the life at Dadar during the four years Vedi was there: lessons, and the learning of Braille; games, outdoor and in, most of them taught to the children by the staff; and rare outings to the seaside.

Reading Vedi's story is a rare experience. And it is but one volume in a series which Mr Mehta is writing about himself, and his family. He has already published biographies of his father and his mother, and of his own early days. The complete series should be well worth waiting for.

H C Dent

## Hard labour, instant freshness

Edward Blishen on a book which lays bare the mechanics of fiction

The Aloe. By Katherine Mansfield. Carcanet New Press £6.95. 0 85635 455 4.

I have the distinctest memory of first reading Katherine Mansfield's *Prelude*, Maxwell Hill, 1939: I was supposed to be a newspaper reporter, but was really a peripatetic reader. I read everywhere, including the street, where I was always taking into lamp-posts. I had the young feeling for the world as a place breath-takingly fresh, and in nothing I'd then read was the feeling so thrillingly reflected as in *Prelude*. A family moves from a town house in New Zealand to a house in the country. Nothing happens . . . except life. The story had astonishing spontaneity.

*The Aloe* makes it possible to study texts that were the fruit of hard labour spread over three years between 1915 and 1918, and that represent the great sweat of spirit and of pure literary cunning that lay behind that effect of instant freshness. *The Aloe* was the little KM gave to her first draft. "I want for one moment," she'd told herself, setting out on it, "to make out undiscovered country leap into the eyes of the Old World. It must be mysterious, as though floating. It must take the breath". With the texts of *The Aloe* and *Prelude* on opposite pages, one can see how the original, clearly poured out and strictly spontaneous, was worked on, reduced, at a thousand points given some tweak or subtle hammerblow that adds what's needed to ensure that the story truly floats, removes whatever prevents it



from actually taking the breath. It's a model of revision, I can't imagine a better book to drop accidentally in the path of a literary sixth-former.

In pieces it's a matter of large excisions. Some clearly level the story more buoyant, belong to another sort of story that aims at full and patient explanation. Some ones may regret. There's a Mrs Trout whose head is full of an alternative existence, all fantasy. There's a morning bedroom scene between the mother in the story and her mother. They'd earn their place in any lesser piece of writing; that they lose it here is one measure of Katherine Mansfield's determination and

firmness of instinct. Often it's a matter of seeing more exactly what in the first place she'd hurriedly seen: as when a child's having curled her fingers "round the big red hand she held" becomes "into the big red hand". What began light enough is made lighter still. Exchanges in the first draft in which people complete everything they have to say are made incomplete in the second. Always the obviously literary is replaced with what has the appearance of the thing suddenly said, "steep, towering hills" becomes "steep, steep hills". Passages in *The Aloe* that, striking enough, consist nevertheless of various shots at the same target, are thinned to a single reference.

But the most remarkable changes are those that reinforce Vincent O'Sullivan's verdict in his excellent introduction that she was "discovering a new way to tell a story". They, too, are a matter of the removal of adulterants, and careful revisions of language; and they have the aim for which she found words when she was thinking over the flaws in a particular scene. It struck her that what she needed to achieve there, in a scene in which one of her characters was alone, was "to suddenly merge her into herself". It was, in the end, what she managed with all the characters in *Prelude*. She removed every trace of the narrator; these people — based on herself and her family, autobiography, delicately shifted into fiction — are all floating free. And it was worth every moment she spent on it, out of that utterly short life.

## In performance

The Arts and Higher Education. Edited by Ken Robinson. SREB £4.95. (Members £3.30). 0 90068 89 9

This is the fifth volume published by the Society for Research into Higher Education, which has a base in the University of Surrey and is supported by the Leverhulme Trust. The Society's main function is to encourage a "great national debate" about the future of higher education, and the present volume is the interim report of a seminar (funded by the Gulbenkian Foundation) held at Keele College in which 50 or so senior teachers discussed art and design, dance, drama, literature, film and television, in the conviction that these subjects seriously challenge "conventional modes of teaching, learning and assessment in higher education . . . They all require significant amounts of practical and creative work . . . Learning to dance, to make music, to perform drama, to compose literature, to

create designs, are all of importance equal with the theoretical study . . . This presents challenges for course design, for teaching and for assessment which deserves special consideration".

The volume is a useful reference book giving brief historical accounts of the different approaches to the arts in polytechnics, colleges of education, universities and vocational schools. It also offers an informed, enthusiastic defence of those approaches at a time when defence is most required. Especially eloquent is the plea about the under-provision of courses in film and television, and the cry of outrage and betrayal that the UOC should have spoken of an over-provision of drama courses, when recommending that half of the university drama departments should be closed.

The volume leads up to conclusions that are offered as material for the national debate to make use of: there are such general propositions as that there is need for more co-

operation across the binary line, and such specific exhortations as the call for "the establishment of a Research Council for the Arts in Higher Education, adequately funded".

The editor and contributors offer the present volume as an invitation for widespread discussion in the press and in specially convened conferences; and out of that process there will emerge a more elaborate final report which will make definitive recommendations for the attention of local and national politicians as well as the institutions of higher education.

Books written by committees have their peculiar weaknesses and strengths. It is uncomfortable to have the spiritual necessity of the arts emphasized in prose that is often insensitive and lifeless, but the range of experience and expertise gives the report more force than any one witness could exert, and force of evidence and argument is certainly required in these difficult days.

James Redmond

## Reading women

The Woman Question, edited by Mary Evans (Fontana £3.95) would make a perfect crash course for beginners in the rapidly proliferating field of "readings" on women's place in society. This collection lacks the question of why women and all things feminine have consistently been devalued throughout history; the editor concludes that there

is no simple answer. Feminism, Culture and Politics, edited by Rosalind Brunt and Caroline Rowan (Lancaster £9.95 and £3.95) takes a Marxist stance, but does so for the most part with commendable clarity, offering eight chapters by different authors ranging from the theoretical and general to the immediate and specific.

## Among this week's contributors:

Tom Cate is general editor of the CUP *Feminist First Series*. Kevin Crossley-Holland is the author of *The Anglo Saxon World* (Boydell and Brewer). Neil Philip is the author of *A Fine Anger: A Critical Introduction to the Work of Alan Garner* (Collins). James Redmond is head of drama at Westfield College.

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## BOOKS



Collarless coats buttoned from neck to hem, tricorn hats, stockings held up with garters below the knee - an illustration from Marion Stichel's *History of Children's Costume*, in the *Hatsford Costume Reference series* (£6.50).

## Infant intuition

Samuel Wilderspin and the Infant School Movement. By Phillip McCann and Francis Young. Croom Helm. £15.95. 0 7099 2903 X.

Samuel Wilderspin's first day as an infant teacher began as discouragingly as possible, with 165 undersevens "in one dense mass, crying, yelling and kicking against the door". He was in despair; but intuition came to his aid. By waving a be-ribboned cap on a clothes prop he made his charges laugh, and then seized his opportunity; he started them playing games, himself taking the leading part.

That action reveals the root of Wilderspin's success as a teacher. He acquired ideas about infant education from various people: Robert Owen and his New Lanark teacher James Buchanan (who recommended him for his first job), perhaps Pestalozzi, and certainly the Swedish mystic Emanuel Swedenborg, in whose doctrines he was brought up. But he was never a systematic theoretician; his heart rather than his head made him a pioneer of infant education.

Wilderspin began teaching at Spitalfields in 1820. In 1824 an influential body of men formed in London an Infant School Society. Its special purpose was to establish a model infant school that would also be a seminary for training and qualifying teachers. Unfortunately, the school never materialized, and Wilderspin,

who was to have been its head, became instead the Society's peripatetic agent, opening and organizing schools throughout Great Britain and Ireland.

About 1828 the Society died, but Wilderspin continued to travel, and by 1836 had been instrumental in founding some 150 schools. His *Journeys* (an appendix lists most of them) undoubtedly established the infant school in Britain; they also involved him in embittered controversy - to which, unhappily, he was all too prone.

This was one reason why, later, Wilderspin's services as organizer of schools and lecturer on education became less and less requested. Friends rescued him from poverty, and secured him a pension on the Queen's Civil List. But his fame, at its peak international, greatly diminished; and though he has always been mentioned in most histories of English education, this is his first full-length biography.

As its title indicates, this book is also a detailed study of the Infant School Movement in the first half of the nineteenth century. The authors, of whom Dr Young is a great-grandson of Wilderspin, have by their seven years of research into Wilderspin's papers (found with his descendants in America) and British and Irish provincial newspapers, produced what must surely be the definitive biography.

H C Dent

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## Historical byways

Welsh History through Seals. By David H Williams. National Museum of Wales £2.25. 0 7200 0242 7.

Victorian Children at Turton Tower. By Ellen Shearer. Blackburn Recreation Department 80p.

The Carew of Beddington. By Ronald Michell. London Borough of Sutton £2.95. 0 907335 02 0.

Thomas Telford 'Colossus of Roads'. By Alastair Penfold. Telford Development Corporation with Ironbridge Gorge Museum Trust £1.50.

Symington and the Charlotte Dundas. By Ian Bowman. Falkirk Museums £1.50. 0 9502250 7.

Mary Queen of Scots. Public Record Office Museum Pamphlets No 12. HMSO £1.50. 0 11 440105 5.

Likenesses in Line. An Anthology of Tudor and Stuart Engraved Portraits. By Harold Barkley. Victoria & Albert Museum. HMSO £4.95. 0 11 290352 5.

Multiplying museum bookstalls offer ever more exciting goodies. What teacher can resist the temptation to spend a hard-earned penny or two on picture postcards, or perhaps on the latest plastic replica to tease and titillate the class? And these seven booklets come from such stalls; each opens tempting historical byways, each gives good value for money,

and each embodies sound scholarship attractively presented.

Seals, now, shapeless blobs in dull cases and darkish corners. The National Museum of Wales brings them to life, shows just how they were made and used (telling any enterprising child to experiment in imitation), and goes on to illustrate in excellent photographs some varied political and social history. Blackburn's equally beautiful offering is the rambling reminiscence of an old lady who enjoyed a very middle-class childhood in the 1880s. Those were the days, when organ-grinders, nurses, governesses, tramps, gardeners and workmen were kept firmly in their places, sometimes tormented and sometimes cherished by confidently superior children.

The Carew of Beddington were a very different family. From the fourteenth century to the nineteenth they occupied a manor house whose substantial fragments survive in London's suburban wasteland. Ronald Michell's entertaining chronicle traces their rise to fortune and disaster in Tudor times, and their decay.

Two Scottish engineers, almost exact contemporaries, are celebrated in a richly informative exhibition catalogue from Telford new town, and a modest booklet from Falkirk that tries to unravel confusing evidence on early steamboat history. Telford, with what Alastair Penfold calls "multi-disciplinary skills", attained immense prestige as de-

signer and consultant for almost every major construction project - but railways - of his day. William Symington's career was more obscure, and Ian Bowman's study does not entirely clear up the mysteries. Still, one day in 1803 the (second?) Charlotte Dundas did actually chug along the Forth and Clyde Canal, before its disappointed creator gave up in the face of technical difficulty and canal company opposition.

The nine documents reproduced from the PRO's collection on Mary Queen of Scots present amateur graphologists with the revealing hands of Knox, Cecil and Elizabeth as well as Mary herself. More fascinating still are the close-packed diagrams supplied by Cecil agents to illustrate Darnley's complicated murder and the fight at Carberry Hill. Mary crops up again in the Victoria & Albert's selection of portrait engravings, alongside such familiar faces as the Gunpowder Plotters, First Folio Shakespeare and Princess Pocahontas. Others appearing in this valuable cross-section of Elizabethan notables include such less frequently reproduced figures as "Iliomer" Chapman, John Gerard the herbalist, Gresham the banker, Fulke the puritan and Garret the Jesuit. Harold Barkley's thorough little biographies make this a most useful reference book, a key to an age.

Tom Corfe

## Children's literature

## Hunter and hunted

The Poacher's Son. By Rachel Anderson. Oxford University Press £5.95. 0 19 271468 6.

Journey from Darkness. By Gordon Otwell. Illustrated by Geoff Taylor. Scarthin Books, The Promenade, Scarthin Croft, Derbyshire DE4 3QF. £1.95. 0 907758 02 9.

The poacher sings to the hare, "O, pray, poor puss, do lay still. For your uncle is a-coming"; there is a complicity between hunter and hunted which binds them closer than master and man, lord and labourer. The hare is merely of a different species; the lord lives in another world. Indeed to illiterate Arthur Betts, the poacher's son, before the First World War: "His lordship, it seemed to me, must be like God. Both ruled our lives and owned our world, yet I had never seen either". And God's chief message for Arthur, transmitted through an uncanny rector and his sour wife, is that "God made them high or lowly. And ordered their estate". Spike Mays, in his autobiographical *Reuben's Corner*, is just one witness to such "religious education": "The accent was always upon our servile state. We should be humble. The meek would inherit the earth. We should not envy, covet, or desire."

In her excellent, bitterly-flavoured novel *The Poacher's Son*, Rachel Anderson has created an entry for young readers into the world remembered by Mays, by Flora Thompson, by the poacher James Hawker. Her model is scaled-down, but true in tone, in detail, in language. The reader is led with Arthur to understand the strangling grip, fierce with rigor mortis, in which the squires held rural England at that time. The extent to which Rachel Anderson caricatures the rector, and melodramatizes Arthur's stay in a reform school, is forgivable because she uses such exaggerations in an intelligent, disciplined way. She is fighting her readers' assumptions about rural life, the cosy Arthur's sister, in the novel's final paragraph, to "turn our childhood into a bright and happy dream". Arthur, however, does not forget. Using the literacy the war has re-

leased in him, he sets down his story with vivid accuracy. The harsh drama of his early years is set against his eager participation in the life of the land he "owns" in a way neither lord nor rector can understand. What is especially impressive about his narrative voice is the extent to which Rachel Anderson makes him interpret his experience in terms of his observation. The rector, for instance, is "a big man, with a beaky face and thin leer like a starling opening its bill", who runs on "thin black legs like a bird".

Gordon Otwell's *Journey from Darkness* is not as sharply realized as this, but still has much to offer. Issued as an illustrated paperback by a new regional publisher, Scarthin Books, it is a nifty adventure set in Victorian Derbyshire. The hero, 13-year-old Peter, is a pit boy who makes a hazardous journey across Derbyshire to his uncle's farm. Gordon Otwell has worked as a colliery surveyor, and his intimate knowledge both of mining and of the Derbyshire countryside stands him in good stead. He can create excitement, and he succeeds well in illustrating for a contemporary, well-travelled readership what it felt like when any journey at all from home seemed daring and risky. But the pretext he finds for Peter's trip, the rescue of a pit pony from the slaughterhouse, leads him into sentimentality. The opening chapters depicting the rough pit life are easily the best. Geoff Taylor's striking, atmospheric black and white illustrations are excellent throughout, though somewhat cramped on the pages.

The Golden Lyre: The Themes of the Greek Lyric Poets. By David A Campbell. Duckworth £28. 0 7156 1563 7.

The Golden Lyre is not a treatise on the themes of the Greek lyric poets but an anthology of Greek poetry arranged, often quite artificially, under such headings as Love, Wine and Athletics. The texts are pretty and are supplemented by clear, literal translations, but the commentary is exiguous and frequently (in the manner of Bowra) disappointingly bland. Keith McCulloch

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## Young designers

### Gillian Thomas visits a Design Council exhibition

The largest education exhibition ever staged by the Design Council opens on Tuesday. Entitled "The Young Creators", it features over 150 design projects from schools and colleges throughout Britain.

The exhibition is intended to draw the attention of industry to the need for good design and to encourage companies to make better use of British talent. It also aims to highlight the relevance of design to every day life and, as a consequence, to stress the benefits of including it in the school curriculum.

"Design is the vital ingredient that makes the difference between a mundane product and one that succeeds in the marketplace", says Sir Jeremy Morse, chairman of Lloyds Bank which has provided £40,000 towards the cost.

Although only a small proportion of the projects are from schools - mostly O and A level work - they show the scope and variety of design as a subject in the classroom.

Each illustrates a different aspect of it, such as the importance of observation, the need for a problem-solving approach and an end-product that not only looks good but functions well too.

For example, pupils at Linslade School, Leighton Buzzard, were presented with a "Communicating with your milkman" project by their craft, design and technology

teacher. The result is a variety of milk indicator gadgets made up in acrylic plastic. They are accompanied by the children's preliminary drawings and paper models.

"We chose the project because it clearly shows the total design process", says Candice Rodd, one of the organizers. "First they obviously had to consider what the problem was, then they had to work out a solution and produced the necessary plans for carrying it out."

"Having a finished object to take home at the end of their designing efforts is also very important for children. Otherwise the real point of the exercise is lost."

Designing need not involve sophisticated equipment or expensive materials. For their project on pneumatics called "Alternative Technology", 11 to 14-year-olds at William Pitt High School, Waltham, improvised with washing-up liquid containers, balloons and off-cuts of wood to produce a series of jack-in-the-box-type puppets which pump into action. Importantly too, they were obviously great fun to make.

Nevertheless, however imaginative children may be, it is the quality and enthusiasm of the teacher which is the indispensable basis for good design in schools. Clearly teacher-training colleges play a crucial role in this.

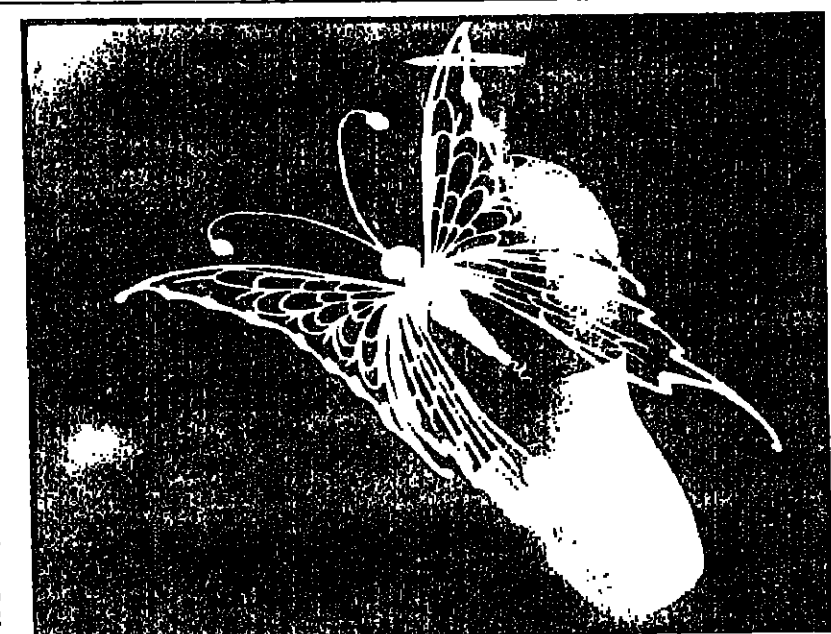
Good teaching shines through all the work on display and is nowhere more strongly illustrated than by the beautiful items in silver produced by Catherine Evans of Haberdashers Monmouth School for Girls for her O level. A silversmithing course was started there recently by Mrs Rosemary Williams, a talented craftswoman.

To show how design can - and indeed - should play its part across the curriculum, Candice Rodd has included an entertaining project carried out by a home economics teacher at Cavendish School, Hemel Hempstead.

A mixed-ability class of boys and girls had to design and make a useful bag. The finished articles range from smart evening bags to less conventional ones for a fishing rod, long and very slender, or, in shiny plastic, for a puncture repair kit.

Each is accompanied by an explanation of what was needed, a pattern and sample materials. This kind of detail should provide both inspiration and encouragement to other teachers.

One of the most ambitious projects is by John Palmer of St Thomas More Roman Catholic Upper School, Bedford. For his A level in technology, he built a portable telephone exchange suitable for use by telephone engineers or in a small factory. Having bought the necessary



One of the silver items produced by Catherine Evans of Haberdashers Monmouth School for girls.

microchips, he assembled them in a hard-sided brief case.

Technology features strongly throughout the exhibition, providing a strong reminder that design is by no means only relevant to the more obvious items like textiles and fashion.

Exhibits from colleges far outnumber those from schools since the choice from them was wider and they were often in a more "presentable" form. Indeed, encouragingly, some of the designs are now in production, like the striking uphol-

stered seats produced by Sandra Locker during her diploma course at Middlesex Polytechnic. Now she works for the small furniture company in London which is making them.

The exhibition is at the Design Centre in London until May 2. It then moves to the Scottish Design Centre in Glasgow on May 19 until July 2, the Swansea Industrial and Maritime Museum from July 19 to August 29 and the Level City Art Gallery from September 30 for a month.

## Games and gambits

### Margaret Harrison notes some new educational games and toys

Dixit, a word game, comes with its own Collins pocket dictionary. Besides making words on the board with tiles, on some turns players can challenge their opponents to spell any word from a page in the dictionary (£8, Waddingtons, Castle Gate, Oulton, Leeds). With Think-Links, two packs of 100 picture and word cards, 50 different games can be played, simple ones like Lotto and ones based on complicated thinking skills dreamt up by Edward de Bono (£7.95, including instruction book, De Bono Games, Mountbatten House, Victoria Street, Windsor, Berks).

Ashton Squares and Tryangles also combine logical thinking with tactics and involve fitting shapes together on a marked board. (£5 each, Pic Toys, Fulwith Mill Lane, Harrogate). Younger children will enjoy Cat and Mouse. A large marble chases small ones round the board which are able to escape down holes (£2.75, Spears, Green Street, Enfield). Don't Spill the Beans, which involves balancing beans on top of a tipping cup, provides a simple but graphic demonstration of addition in action (£4.50, Bluebird, Kembrey Street, Swindon).

My Talking Computer aims to introduce the very young to the subject. Twenty simple programmes give practice in word recognition, maths, telling the time, colour matching etc, with the answers spoken and shown in colour on a display screen. Mains or battery with other modules for spelling, music and languages soon. (£39, Electroplay, 93 High Street, Esher, Surrey).

Portable Chess Computer offers four levels of play with random responses. Games can be folded away and restarted (£32, CGL, Goldings Hill, Loughton, Essex). Phantom Computer Chess plays on its own to demonstrate moves and tactics or against a human challenger. It can also be asked to analyse moves; 12 levels of play (£250, including transformer, Milton Bradley, 97 Uxbridge Road, London W5).

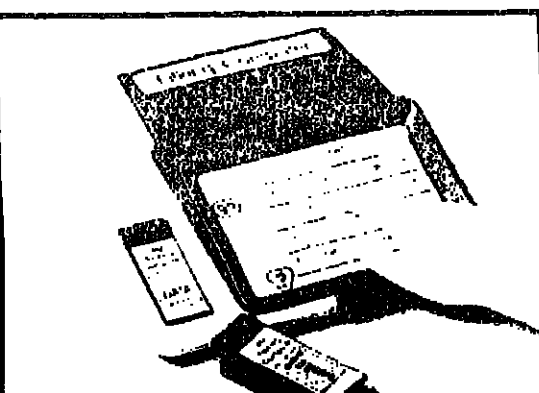
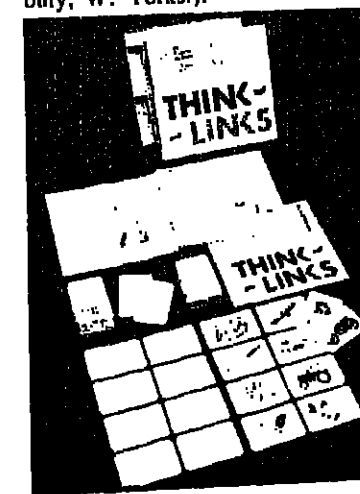
The Magic Wand Speaking Reader tells stories, gives spelling tests and sets puzzles when an electronic wand is moved across bar codes on the page of a special book (£39, books £7, Texas Instruments, Mantle Lane, Bedford).

Panda Clock cleverly shows the relationship between the hours and minutes as its synchronized hands are moved across revolving balls (£9, Hestair-Kiddcraft, Redlands Coulsdon, Surrey). Electro is an illustrated board with two plugs which operate a light when the terminals are correctly matched. The subjects range from simple pictures matching to more difficult questions on general knowledge and topics like flowers, history and road signs (from £3, Robenau, 17 Sunbeam Road, London NW10).

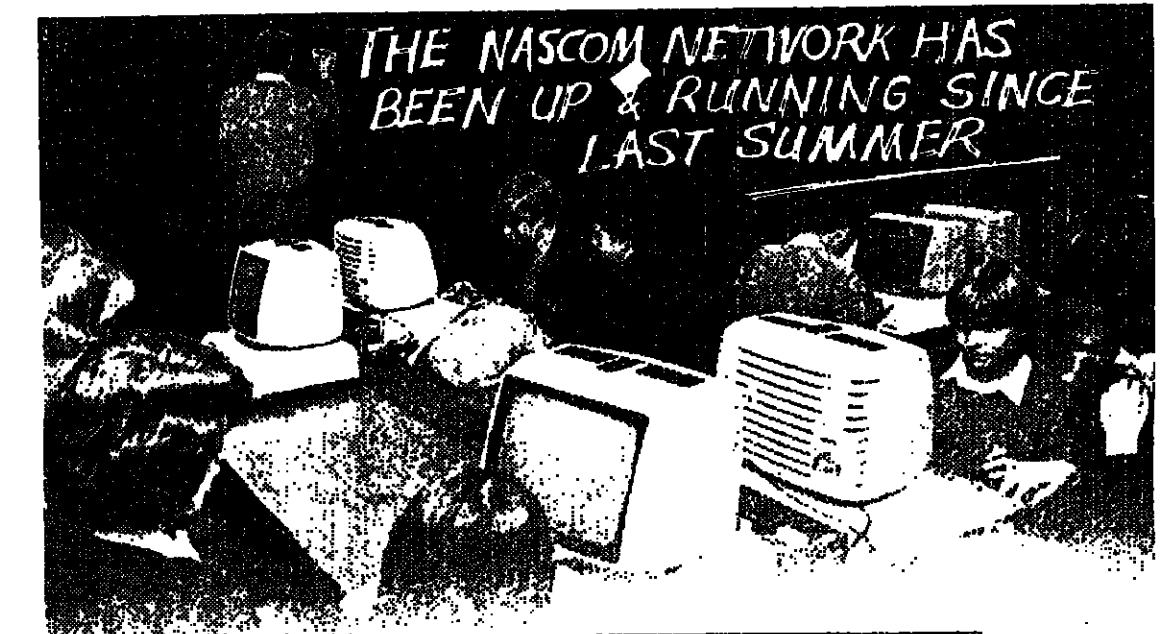
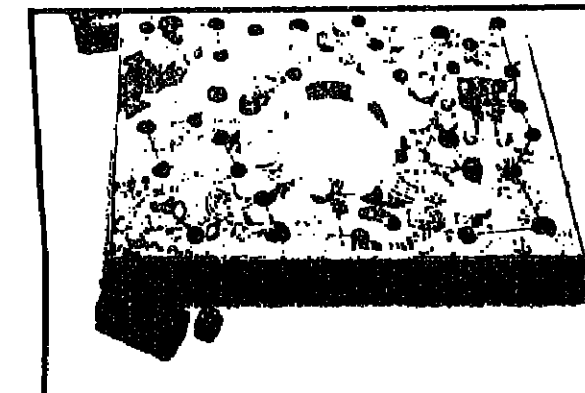
Maxnet is a set of five magnets which have been magnetized to make the larger faces into the poles instead of the ends. As a result they can be made to hover, showing how energy is transferred in oscillators and motors (forerunners of the laser); invented by a laser professor who explains their properties on the instruction leaflet (£1, Tower Tech, Ryecote Park, Milton Common, Oxford).

Playpen is a small rubber ball with a pen attached and has been developed with young children who found its shape easier to grip when first learning to write. It comes in five bright washable inks (pack of five £4, Platignum, Six Hills Way, Stevenage).

Mix Mats, a set of four hand-wearing, non-slip playmats, but together to provide a simple, basic background for floor play. Plain and bold in design, there are layouts for lake, farm, village and castle scenes (£25 a set, Recticel Sutcliffe, Horbury, W. Yorks.).



Left: "My Talking Computer" from Electroplay. Right: Spear's "Cat and Mouse" game. Below: "Think Links" by De Bono Games, two packs of 100 picture and word cards.



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## MEDIA

## Cracking the code

Marion Glastonbury on two language series

BBC SCHOOL RADIO  
Functional Reading  
Monday 10.30-10.45 am  
Talk About English  
Wednesday 2.35-2.45 pm

When I first started teaching English, there was a vogue for what was termed Useful Literacy. How, I wondered, did this differ from the implied alternative which must be Useless, and could my pupils tell at a glance which sort my lessons conveyed?

Of the two language series currently being broadcast for 14 to 16-year-olds, the first offers guidance on coping with written information in situations likely to perplex the less able teenager. The second, a discursive programme for the full ability range, seeks to promote awareness of the varied scope and possibilities of speech.

The problem-centred *Functional Reading* presents a dramatized story in which "our hero, Clive", like the listener, has mastered basic skills but lacks confidence in applying them. In the course of evenings out and days spent job-hunting, Clive encounters menus, cinema programmes, instructions on tuning a guitar, small ads, claims for unemployment benefit, bus and train timetables, the Yellow Pages and the Highway Code.

While the pupils try to interpret these and to improve their own writing with copies of the activity sheets provided, it might also be worth considering how well the designers



and producers of "realia" do their jobs. Thanks to the recent campaign for the reform of officialdom, government departments tend nowadays to address the public more simply and intelligibly than was their wont.

The preponderance of boys in most remedial classes is conspicuously reflected in each episode of *Functional Reading*. Girls and women play minor helping roles. But what are we to make of the self-pitying male banter that greets Auntie Barbara's refusal to cook "a proper tea"? This lamentable demonstration of domestic incompetence on the part of Uncle Jerry and the lads calls for an immediate supplement to their course in survival skills: some recipes and advice on how to use a kitchen.

The soup-mix principle is implicit in *Talk About English*, which sprinkles assorted ideas, as it were in powder form, into the expanding medium of a 45-minute lesson-period. Each broadcast consists of three or four modules designed to be pre-recorded and then interspersed with discussion when replay-

ed. It sounds feasible enough, but the complex elements of language undergo a qualitative change when they are compressed, and you cannot stimulate coherent thought in a group by throwing together condensed fragments of unrelated themes.

Last week saw a vain attempt to link national stereotypes, racial insults, the generation gap, regional dialect, clichés, satire, wit and irony under the general heading "The Language of Prejudice".

Shortage of time forces the luckless scriptwriters to lay down the law on sensitive controversies with crude assertions unsupported by evidence or debate. Mike Poulton's comparison of storytelling in town and country had, to my mind, an unduly sentimental rural bias, and the earlier eclectic acceptance of non-standard forms of English was belied by George Watson Scott's intemperate condemnation of "ready-made phrases... horrible woodworms that have eaten their way into our conversation".

Now, I wouldn't argue for an uncritical approach to cant - I don't care for "meaningful dialogues" or "ongoing situations" myself - but I doubt if the young learn much from the unreflective diatribes of their elders. Why should pupils share our pet-hates or wince on first hearing, for instance, of "a different ball game"? To borrow a ready-made phrase from William Blake, every harlot was once a virgin, and by the same token, every cliché once a new-minted metaphor.

## The 4th R

by Gillian Klein

Multicultural education has to continue to be what Ken Millins, in this newspaper, once termed "pleomorphic", i.e. taking different shapes at different times. And those of us who believe it to be an essential dimension of the education of all children in the UK should now be fashioning our school policies and curricula around a recognition of the reality of racism.

ALTARF - All London Teachers Against Racism and Fascism - have produced a valuable inservice resource for teachers. Their BBC *Open Door* programme, broadcast on January 16th, is available on videocassette and deserves to be widely shown at courses and conferences and, better still, in individual schools - with a follow-up staff discussion. Called *Racism - the 4th R*, its central attack is on that position so characteristic of the ostrich: that "we'll only stir up trouble/racism if we start talking about it".

Racism is already rife. Shahid recites, in his impeccable London accent, his poem about his racist encounters - and the exhortations to "grin and bear it". Other ethnic minority students are emphatic about the improved situation they find in schools that acknowledge racism and can then try actively to combat it.

The next focus is on several schools which have developed antiracist policies. One primary school has chosen to be accountable to its parents on the issue of racism; another objected to a book, made their own alternative, and enabled their six year olds to challenge, by letters to the publisher, the offending illustrations.

Space is then given to the mother of a black nine year old girl, whose response to a new sundress is that it exposes "too much of this rubbishy brown". Wisely, the mother went to the school; they promised to be especially encouraging and supportive to her daughter. It was only later, she concludes, that she was able to identify why she felt so dissatisfied with this response: what the school had done was to locate the problem on the child, instead of squarely where it belongs - on the school itself.

ALTARF c/o Lambeth Teachers Centre, Sankey Street, London, SW4.

## BRIEFINGS

radio &amp; tv

## For schools

Going to Work (Monday, 9.38, Friday, 11.40 BBC1)  
A film for 14 to 16-year-olds comparing and contrasting jobs in two different types of hotel.

Merry-Go-Round (Monday, 11.00, Wednesday, 14.40 BBC1)  
What was the difference between "Pirates and Privateers"? Seven to nine-year-olds learn about English and Welsh seamen.

Physics in Action (Tuesday, 10.21, Thursday, 10.36 ITV)  
Two programmes on "The Laws of Motion" feature experiments on Newton's three laws and how they can be applied in everyday life. O and CSE students concentrate on gliders and cars in motion.

Biology: Field Studies (Wednesday, 11.40 VHF4)  
A radiovision programme for 14 to 16-year-olds showing field work.

Scene (Thursday, 10.32, Friday, 14.02 BBC1)  
"How did you learn about it?" for 14 to 16-year-olds looks at the issues, controversies and embarrassments surrounding sex education.

Our Changing World (Thursday, 14.20 VHF4)  
Mike Fish explains the meaning of all the jargon used in "Shipping Forecast".

Listening, Talking, Writing (Friday, 9.20 VHF4)  
Two programmes on dragons begin with a radiovision introduction for 11 to 13-year-olds.

People and Politics (Friday, 9.30 ITV)  
What are political clubs? Can anyone acquire and use them successfully?

Continuing education  
Prison (Wednesday, 21.00 C4)  
Three programmes examining the crisis in Britain's prisons.

## Success is a smile

## VIDEO

Too Important to be Taken Seriously  
20 minute video  
Sevenoaks Voluntary Services Unit  
Copies available from Sevenoaks School for Girls, Bradbourne  
Vale Road, Sevenoaks, Kent  
For sale or hire.

This video was made by a group of teenagers with the aim of encouraging a greater understanding of severely mentally handicapped people. It is a measure of its achievement that, by its end, many of the audience will, I'm sure, have a far greater empathy with the men part of whose lives we are shown. They will almost certainly have understood that there are means by which the severely mentally handicapped and mentally able can relate in ways which help both parties.

The film was made by a group of teenagers from Sevenoaks schools and is about their work in establishing relationships with men living in a locked ward at Darent Park Hospital near Dartford in Kent.

The volunteers are from 15 local secondary schools and the project is coordinated through the Sevenoaks Voluntary Services Unit.

The film is divided into three parts. In part one - the least successful - we are introduced to three of the men on Ward 23. The technique is to show us a very brief film of each of the men, freeze the film and to use subtitles to ask a question. For example "What's your reaction to Ian?" "Do you know anyone a bit like this?" Unfortunately the film sequences are too brief to be able to make intelligent answers to these questions and most people will probably be too startled at the ex-

tent of the men's handicap to be thinking along the lines demanded. Parts 2 and 3 are much more successful. In part 2 we are shown the daily routine of some of the men and introduced to their particular problems: Ian, whose deformities mean that he is probably in pain most of the time; Bobby, who can only talk of a radio he lost some time ago; and Peter who is hyperactive and sometimes violent. We then move on to the part of young volunteers, who in the film discuss their reactions to the men of ward 23: how they sometimes run out of ideas on what to do; how it is no use thinking in terms of progress, but better to see it as a "fun relationship" in which "a smile is an achievement".

Finally part 3 looks at these two groups interrelating. We see two girls manage to make contact with Peter mainly through a sort of rough play; a girl spends a great deal of time trying to break the round of obsessive actions which is Barry's way of dealing with the world. By commercial film making standards this film is not a tour de force but what it lacks in film technique it makes up for in imagination, and the sensitivity of its observation. The overwhelming impression is of two groups of people coming together in what for both is a remarkably rewarding experience. The commentary manages to say a great deal without being obtrusive. Sensitively used it would make excellent introductory material for a discussion on mental handicap, and hopefully will encourage more projects of the type it illustrates.

Carolyn O'Grady

## WINTER SPORTS



## Ski-fever

By Dave Francis

So you have decided to learn to ski? Well, you will be joining the ranks of more than three quarters of a million other members of the British public, who take part in the sport regularly every year, both at home and abroad. You have also chosen a sport that has style, glamour and excitement, yet is not exclusive to the very rich.

Today's skiing is a sport that has a world-wide appeal and a following of millions from Switzerland to New Zealand and places in between. Probably there is a dry skiing facility quite near your home.

The sport of skiing is nearly 1,600 years old, as written records dated between 526 and 559 AD refer to "gliding Finns" racing against others. However, we have to move to the end of the last century and the early part of this one to find the developments that have influenced sport as we know it today - largely the work of a few people, such as Sondre Nordheim, who produced the first system of bindings for holding the foot to the ski that were effective enough to permit a controlled turn, and Matthias Zardsky, an Austrian, who wrote the first manual on ski techniques.

Surprisingly it was left to an Englishman, Arnold Lunnon, to invent Alpine racing. The world's first Alpine ski race took place in Murden, Switzerland in 1922 and what you see television today is based upon the development by Arnold Lunnon and his contemporaries - you can see that while we have very little sense of our own history, we are historically technically linked with the sport internationally.

The activity most of us identify as skiing is, in fact, Alpine or downhill skiing. There are two other forms, freestyle which relates to Alpine and Nordic or cross-country skiing, which is based upon the ancient and original form described earlier. All three disciplines have competitive aspects to them and here in Britain we train teams to represent us at international competitions. This is supported by grant aid and through the membership and participants involved.

The time spent in training is generally in a concentrated form and largely in a snow environment. Hence the apparent expense which is incurred. One activity we do not do as yet, ski-jumping, that spectacular and nerve-testing event we often see on television during the Winter Olympic Games.

With so many options available to us in this sport, along with all the facilities provided, both at home and overseas, it is no wonder that skiing is so popular today. The image of the plaster-cast has long gone. Equipment design and development has seen to that and the ski teaching methods have evolved to cater for all ages and ability. Skiing has become in all senses of the word "sport for all". Mom, Dad and children. Nearly 400,000 people took ski holidays in 1979/80, 130,000

of them were school children for education authorities throughout the United Kingdom.

The building of large ski centres throughout the country, and the increase in the package ski holiday business has clearly broken down the social barriers that prevailed in the early part of this century.

The programme of activity available on home base facilities is somewhat unique. No longer do skiers hang up their boots at the end of the season. There is just a short time to take breath in April before the summer activity programme takes off in full force throughout England. Last year alone, there were 17 national events taking place between May and November, along with all those local activities that take place at regional level through the structure of the England Ski Council.

What is the English Ski Council, people ask. Well, it is the most recent of the national governing bodies for the sport to be formed. It was established with the support of the Sports Council and the National Ski Federation in the autumn of 1979, and is responsible for the development of the national coaching scheme in all its aspects. These include Alpine racing, freestyle skiing and Nordic skiing. The ESC organizes and promotes many activities related to the three disciplines for young people and adults throughout the country and has developed a snow programme for training our top competitors and coaches.

It is believed that with careful planning and the expertise already available, England can provide better qualified skiers to go through to British international representation than hitherto. One advantage we have over many other countries is that we have this large supply of dry ski facilities which we use to good effect in spring, summer and autumn, even the Austrians have limited snow available to them for training purposes in the summer time, and are certainly not able to use these facilities for people other than their top competitors. While in England we can reach much lower into the pyramid of opportunity and provide activities on a much broader basis.

Already the ESC has trained more than 800 amateur instructors under its national coaching programme, and many of these people will do the teaching at the dry ski centres. Foreign ski schools are continually amazed at the ability of the "first time" British skiers who master the fundamentals of the sport so quickly on snow. Generally these people have spent some time at a ski centre here in England before going away, and often end up skiing down the mountain by the end of their holiday, whereas their Continental counterparts are still down at the bottom. To aid the learning process,

continued

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## WINTER SPORTS

## Switzerland for school skiing

By Pauline Speake

## Ski-fever continued

two personal performance award schemes have been introduced, one for junior skiers and the other for adults.

By using this system, the skiers are encouraged to increase their participation and instructors are encouraged to help them to improve the quality, control and enjoyment of their skiing. Both these schemes can be operated on snow and artificial facilities.

Much reference has been made to the artificial facilities that are available in England. However, there is still a shortage of larger facilities for competitive purposes and a strategy has recently been prepared which outlines the needs of the governing body over the next 10 years. With an hour's recreational skiing costing approximately £2, including the hire of equipment, the activity certainly compares with those such as squash and tennis, it costs nearly that much to go to the cinema these days. So, in cost terms, it is not an expensive sport. The only reason that it cannot expand in its number of participants is simply on availability of facilities.

Like many sports, skiing is an activity that requires specialist equipment, along with correct clothing. The average skier does not have to purchase this equipment as it is generally available for hire at dry ski centres and the holiday resorts. Clothing also can be hired here in England, although generally people do prefer to purchase this, as much of the clothing can be used for general leisure purposes.

If equipment is to be purchased, this is available through a chain of specialist shops of which there are around 150 in the United Kingdom. Here the staff have been trained by the equipment manufacturers to provide the correct advice and service to the customer according to their needs. The adjustment and fitting of the specialist bindings on skis is one such matter that the staff have to be conversant with, as the success or failure of fitting such a piece of equipment will either make or mar a skier's activity. Even though there are not dry ski centres in every large town in England, it is surprising to note that there are such specialist ski shops in places like Oxford, Plymouth, Coventry, Leicester, to mention but a few.

Skiing here in England is both inexpensive and fun. With more than 150 ski clubs and 50 ski centres alone, where people can take part in a whole wide variety of activity and social programmes. There are even those who never bother to go abroad to ski, as they enjoy their weekly skiing like others enjoy their squash or badminton at the local sports centre. Wherever it is done, it is a sport where the rewards are high, and for those who venture into the mountains it takes on an added dimension which is always found in that environment. Go to the Costa Brava for your sun-tan by all means, but the snow provides the same, so don't be fooled by the low temperatures. Try it and become one of that happy band of sun-tanned commuters who you often see on your way to work on those bitter January days!

Dave Francis is Director of the English Ski Council.

You may be forgiven for dismissing Switzerland as a destination for a school skiing trip because of its reputation for being astronomically expensive. However, even for the normal holiday-maker this is no longer true, as the Swiss have virtually no inflation, and for the school group the delights of this beautiful country have been made inexpensively available at the Feriendorf Centre.

The Feriendorf, built originally as a military medical centre, nestles in the mountains at the top of the beautiful Rhone valley, on the outskirts of Fiesch in the canton of Valais.

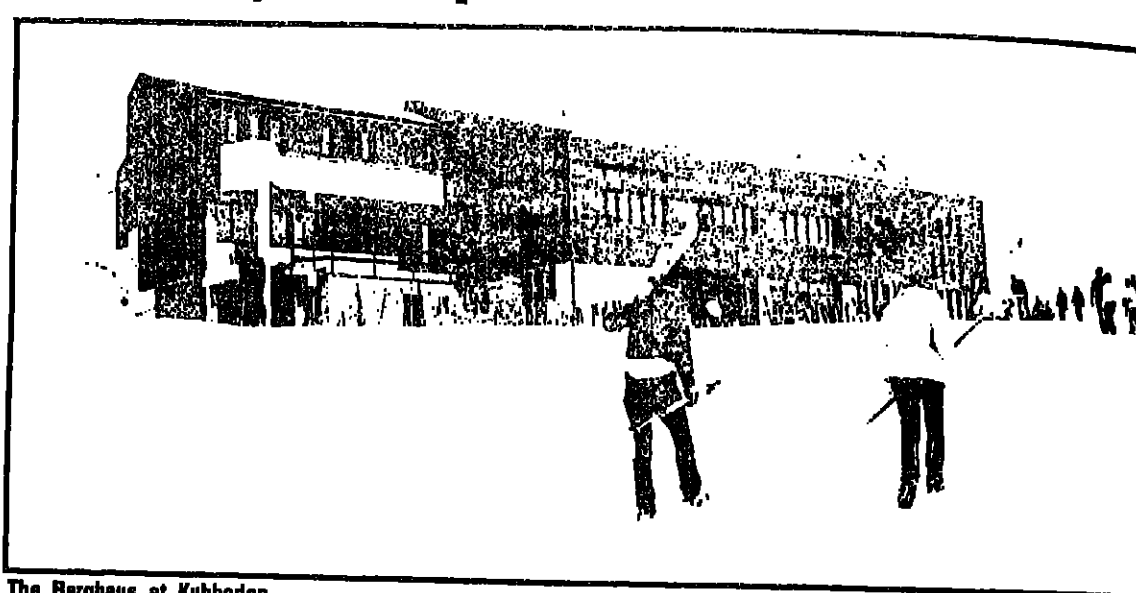
The centre consists of a complex of pavilions set amid pine trees, seven of which are given over to accommodation, sleeping up to 1,000 people, and one to a restaurant. Also within the complex are a vast sports hall and a beautiful swimming pool block.

The potential of the centre for organized school skiing trips from England was spotted seven years ago by two teachers. School groups from Europe were already coming to the centre but there was no fully organized package for English children yet. They therefore decided to set about assembling a package which could be offered, fully inclusive, to schools in England. They began in the winter of 1977/78 and since then they have perfected their holidays, tempting many of their clients to return year after year.

I must say that, having seen them in action, I was very impressed by the efficiency of their operation. The price starts at £219.35 for nine days, which includes all travel and accommodation, lift passes, hire of equipment, full insurance, use of the facilities at the centre and, in fact, everything short of pocket money. Details of size of shoe, height, weight, age and proficiency in skiing are sent to the centre in advance so that, on arrival, each person is allocated to a room, and, waiting for them in the ski room of their pavilion, are skis, boots, poles and a lift pass. Using this system only about 5 per cent of boots need to be changed due to wrong sizing, so it obviously works!

The journey is by coach from the school direct to the Feriendorf via Channel ferry, which saves teachers having to worry about lost luggage or, worse, lost children due to changes en route. Improved motorways through Europe means that the journey takes around 12 hours, most of which is overnight so that skiing time is not lost. The party arrives at around 4 pm, which gives them time to relax and sort themselves out to be ready for skiing the next morning.

Accommodation is in rooms housing six, fourteen, or twenty children in two-tier army style bunks; not, obviously, five-star quality, but ideal for children. Accompanying staff have rooms, usually double, on the same floor. This gives the children the feeling that they are free to do as they wish, while enabling the



The Berghaus at Kuhnboden

staff to keep a surreptitious eye on them.

In the morning the children are served an early breakfast - continental style with cheese - so that they can catch the cable car before the main rush of other tourists staying in Fiesch. The cable car station is about 12 minutes walk through the village. Queues are not too long as the capacity of the car is 120 people.

The journey up to the skiing area at Kuhnboden, 1,100 metres above Fiesch takes about eight minutes.

And here the Feriendorf have another centre, the Berghaus. This is an attractive pine-panelled building with a large restaurant where lunch is served to the children at midday, and with dormitory accommodation for a further 80 children. Groups can, of course, choose to stay up here rather than at the Feriendorf, and they can then step straight out on to the ski slopes without any walking, or waiting for the cable car. The one disadvantage with staying at Kuhnboden is that the cable cars stop running after dark, and the group is effectively "marooned" in the Berghaus for the evening. In the case of younger groups of children this is probably not a great disadvantage as, after a day of skiing, they are probably quite content to play games, listen to the juke box and then go to bed.



early. In the morning, the children have two hours of skiing tuition from Swiss qualified, English-speaking instructors. There are wide areas of nursery slopes at Kuhnboden, five drag-lifts for the more advanced, and a challenging black run down into Fiesch for the very experienced. Because of its high altitude, 2,212 metres, Kuhnboden is assured of good snow conditions from December through to April, making the Easter trip a feasible proposition, and avoiding loss of school term time.

At lunch time, a three-course hot meal and a drink are served in the Berghaus. The food is traditionally Swiss, and, being simple, goes down well with English children, who can return for second or third helpings as they like.

The afternoon can either be occupied with a further two hours of ski instruction, which is arranged on request, at a small extra cost, or with free skiing, or the group can return to the Feriendorf to make full use of the facilities there. In the swimming pool pavilion they can use either the full size pool, or the teaching pool, both surrounded by picture windows overlooking the Alps, or can organize bowling afternoons in the two-lane bowling alley, or lounge in the solarium.

The sports hall pavilion is divided into three large sections for team games, or the partitions can be removed to give one vast hall. Here are also two squash courts, saunas, and spacious shower facilities.

After the evening meal, which is similar to that at lunch, and laid out in the spotless restaurant, the children can either continue using the sports facilities, which remain open until 9pm, or can request films or, on Tuesday and Friday evenings, go to the disco which is held in the restaurant. Should it be necessary, there is always medical assistance on hand, both at the Feriendorf, and at Kuhnboden.

While at Kuhnboden I asked Melissa and Verity, both 16 years old, from a school in Stevenage, for their opinion of the Feriendorf. They were thoroughly enjoying their stay, the skiing was very good, the food, particularly at the Berghaus, was excellent, and their rooms were comfortable. The only complaint, in fact, was that there were not enough shops!

For the duration of my stay in Switzerland I stayed in the village of Breiten, 10 minutes drive from Fiesch. This village was built as a health resort and salt water spa by Dr Eugen Nief, an ex-journalist, who owes his recovery from a bad motor accident to seawater therapy. There are two hotels in the village, plus a number of chalets for self-catering holidays. A cable car from the village carries you up to the skiing area of Reideralp and Bettmeralp, which adjoin Kuhnboden.

This delightful village, as well as being an ideal holiday resort for its own sake, is very well placed as a centre in which families of children staying at the Feriendorf can be near their children if they wish, without being too intrusive. I would also be an ideal base for the teacher who, before booking a school trip to the Feriendorf, would like to explore the area and visit the centre.

Full details on both the Feriendorf Centre and Breiten are available from their London office at 2 Grosvenor Gardens, London, SW1.

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Aprica	3,865	7,550
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Bardonecchia	4,300	9,120
Camposgiov	3,670	7,000
Cervinia	6,880	11,350
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Poppo	5,125	8,225
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## WINTER SPORTS

## Getting your skates on

By Dennis Bird



Skating "combines and surpasses the joys of flying and dancing" in its ravishing experience of exultantly skimming the earth. Flying lacks the immediacy that only the use of our own body can give. Dancing does not offer the same spice of danger triumphantly overcome. So wrote Freud's disciple and biographer, the psychologist Dr Ernest Jones, himself a bronze medalist in figure skating.

Many others, perhaps inspired by the televised performances of Britain's world ice dance champions Christopher Dean and Jayne Torvill, would like to share that "ravishing experience", but are daunted by the problems involved.

The first, and least surmountable, is the dearth of ice rinks. Compared with other countries such as France and Germany, Britain is poorly off, with only 38 at present operating. Fourteen of these are in Scotland, where curling is the main activity and skating is often relegated to "end-ice". Roller skating is a possible alternative, for there are many more roller rinks, but it lacks the cool, crisp exhilaration of the ice sport. Even assuming that there is an ice rink within reasonable distance, people are often deterred from starting on grounds of age or disability. But these need not be a bar to participation. Mr H D Carey of Beckenham began at 67 and was

still skating regularly after he had turned 90.

At the other end of the scale, the former women's world champion, Jacqueline du Bief, of France, first went on the ice on her fourth birthday, and there have been skaters of 2½. The age to start is when you feel like it, whether 4 or 74. As for disability, there have been legless skaters - Harry Whitton, Bill Nixon, Eric Snowden - and even the blind can take part. Mr Don Crosthwaite, until recently the schools liaison officer at Streatham ice rink, says, "Ninety per cent of our children from the blind schools have made such progress that if you saw them on the ice, you would not be aware that they are blind."

Mr Crosthwaite is an ice dance gold medalist who has had many years' experience of working with schoolchildren. Since 1965 he has organized for the IEA and other education authorities such as Croydon, Sutton, Merton, Surrey and Kent, tuition for schools under which some 2,500 children a week attend 20-minute classes at Streatham. The scheme includes several special schools for the handicapped and maladjusted. Mr Crosthwaite also set up the similar scheme at the Sobell Centre ice rink in Islington, and has been consulted about another at the Lea Valley rink due to open this autumn.

The idea of skating being recognized as a sport in the school curriculum is not new. It was pioneered in the 1940s by R B Calder, headmaster of Mundella Grammar School in Nottingham, and by a Scottish schoolmaster, W James Rae. Mr Rae was particularly keen that his pupils should take up this "grand recreation" because, as he wrote in *The Skater* magazine in February 1952: "Skating teaches poise, and not merely physical poise, but also social poise. For the adolescent, this is a lesson of prime importance. At the rink, boys and girls are brought together on equal terms, and mastery of skating convinces the adolescent that he or she is not awkward after all."

The value of skating as an officially-recognized sport in the curriculum has been acknowledged by a number of I.E.A.s. In addition to those already mentioned, Nottinghamshire, Hampshire, South Yorkshire, Avon, and some Scottish authorities have included it as an

optional activity for fourth and fifth years.

Skating, however, is still a very individual sport, and most of the youngsters who now represent Britain in international competitions and championships abroad have done so as a result of personal effort. The most usual route to skating success is to take private lessons at a local ice rink. Many rinks run children's classes, which is a good way to start for the extrovert personality; but the shy, more introverted child would do better with private tuition from one of the rink's instructional staff, at a cost of between £1.50 and £2.80 for a 15-minute lesson. Admission charges at British rinks are usually between 80p and £1.70 per session, and skates can be hired for 50 pence or so. Any beginners who become enthusiastic (and most of them do) will soon want their own boots and skates, and these will probably cost £20 or £25. For the elite who aspire to championship honours, these prices may rise to about £70 for boots and the same for skates. For the beginner, however, a second-hand pair may be worth trying - but it is always advisable to take expert advice. Buy from an ice-rink skate shop rather than a general sports outfitter, and ask a rink professional to advise, even if you do not take regular lessons.

To encourage the beginner, nine elementary tests of skill have been devised by the sport's governing body, the National Skating Association of Great Britain (NSA) of 117 Charterhouse Street, London EC1M 6AT.

The NSA also offers a more difficult series from preliminary to gold star in figure skating and ice dancing. For those who seek international honours, there are also coaching schemes with government support.

The Sports Council - a government-funded "quango" - provides aid through the NSA. Skaters are selected on the advice of NSA judges at inter-rink competitions and British championships; their progress is monitored, and if not satisfactory they may be dropped from the scheme. If accepted, skaters are reimbursed up to 70 per cent of their training expenses.

The NSA ice dance coaching scheme has 12 couples at present, and the figure skating scheme aids 14 individual skaters and four pairs. In addition to this government scheme, the private enterprise Sports Aid Foundation (director, Alan Weeks) assists certain skaters. Figure skaters and ice dancers choose their own trainers.

Speed skating receives some help

too. Britain usually does well in indoor or "short-track" speed skating - the British team ranks second in the world, and Stuart Horspool (Nottingham) was fourth in the last world championships. With the 1984 world events being held at Solihull, interest in this sport is increasing. The unpaid national coach, David Bodington, has 18 skaters, men and women, in his charge.

Outdoor speed skating - an Olympic sport - also has its coaching scheme; up to four skaters a year are trained at Heerenveen in Holland by the national outdoor coach, Geoffrey Sandys.

Artificial ice rinks: Altrincham, Ice Rink, Devonshire Road; Belfast, King's Hall (temporarily closed); Billingham-on-Tees Forum, Town Centre; Birmingham, Silver Blades, Pershore Street; Birmingham 5, Blackpool, Ice-Drome, South Shore; Bournemouth, Westover Ice Rink, Westover Road; Bradford, Silver Blades, Little Horton Lane, Bradford 5; Brighton, Sussex Ice Club, Queen Square; Bristol, Silver Blades Ice Rink, Frogmore Street, Bristol 1; Daresbury, Chester Road East, Queensferry, Flintshire; Durham, Ice Rink, Durham City; Ormskirk, Leisure Centre, Crownwell Road, South Humberdale; Liverpool, Ice Rink, Prescott Road, Liverpool 7; London, Islington, Sobell Centre, Hornsey Road, N7; Queens Ice Skating Club, Queensway, W2; Streatham, Silver Blades Ice Rink, 386 High Road, SW6.

Nottingham, Ice Stadium, Lower Parliament Street; Peterborough, East of England Ice Rink; Richmond Ice Rink, Clevedon Road, Star in figure skating and ice dancing. For those who seek international honours, there are also coaching schemes with government support.

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Speed skating receives some help those with good nursery slopes for beginners, a ski school that is pleased to take children and sports facilities like swimming and skating.

By comparison the facilities and prices in fashionable resorts with good runs for advanced skiers are definitely geared to the jet-setting young unmarried.

Children (usually defined as under 12) sharing a room with adults can qualify for a discount of up to 50 per cent in some places, although 25 per cent is more common. But companies have only a limited allocation for children. Even when discounts are not mentioned in the brochure, it is worth asking whether any are available.

Children under two usually travel free, with parents settling the hotel bill direct. However few hotels offer baby-sitting facilities during the day, while four is the minimum age for joining a ski school.

On offer to families by Thomson is the inclusive deal they provide for school parties. The choice of resorts is limited and the accommodation and food fairly basic but perfectly adequate. So the scheme provides skiing at a real bargain price on certain departure dates.

In the end we concluded that the best buy for us was a Swans holiday to Mayrhofen in Austria - 50 per cent discounts, air travel to Munich and - tipping the scales - the use of a heated swimming pool. This, hopefully, should provide an après-ski distraction for the children, instead of creamy cakes in the local conditorette.

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(For those who can muster the energy after a day on the piste, they'll also have a full programme of après ski entertainment arranged.)

Compare our prices with anyone else's, and you'll see that they're extremely competitive, and naturally they include full insurance cover, twelve hours tuition and all skiing equipment

for each member of the party.

What's more, they also carry the comprehensive Thomson "no surcharges" guarantee.

One thing even Thomson can't guarantee, of course, is the weather.

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## WINTER SPORTS

## The world of Zakopane

By Bradley Winterton

When I heard recently that tourists were not only free to travel again to Poland but had been so for some time, my first reaction was that their welcome would be not so much cordial as overwhelming. Of course, someone sitting down to plan his first skiing holiday is, I suppose, unlikely to choose to go to Poland. Nevertheless there must be a fair number who, tired of the better-known locations and the classic Alpine centres, would be interested to try somewhere where skiing and high-level trekking can be combined with the experience of one of the less visited yet most intensely interesting countries of Europe.

Although there are other mountain areas where Poles ski, by far the finest is the Tatra and the centre for these is Zakopane. An isolated village a century ago, making sheep's cheese (*oscypek*) only for home consumption, it is now a sophisticated and fashionable centre, at least by Eastern European standards.

My arrival and initiation into the world of Zakopane were, however, far from elegant. My bus from Cracow arrived mid-evening - it is possible to make the journey by train but the route is extremely circuitous and on Polish trains you are always very lucky to get a seat; the buses take just over two hours and are frequent.

The Tatra Tourist Office which arranges accommodation is actually next door to the bus station, but it was closed.

I was soon approached, however, by an old lady offering me, in gestures, a room for the night. In Poland formalities rarely obscure the true situation, and no sooner had I accepted her simple guest room than I was told I must bolt the door and

not show my face till morning. I protested, with the daughter as interpreter, that I'd like to see the town. Absolutely not came the unambiguous reply - too many thieves on the streets.

Poles I subsequently met assured me this was absurd and I never solved the mystery of my night locked up in a wooden room with access only to a chamber-pot. I still speculate whether a drunken husband, fear of the tax inspector, or the daughter provided the most likely explanation. The mysteries of World Gombrowicz's impenetrable little novel *Cosmos*, also set in Zakopane, were not greater.

Although the elegancies of *après-ski* will hardly be found - the restaurant at the end station of the cable-car up Kasprowy Wierch (1,985m) resembles more an army canteen for other-ranks than anything likely to be found in Switzerland or Austria - the Zakopane hotel *Orbis-Kasprowy* exhibits a four-star luxury of international standard that very few Poles can aspire to.

I felt in need of some sort of reassurance after my rough night so I dined there. I found it an unnerving experience, a by-product of the currency system, to see Poles watching very unpretentious foreigners like me clump round their luxury hotel - itself a gesture, as if asking for recognition, to Western Europe - and I slipped my exquisite sorrel soup with mixed feelings.

Between the extremes, Zakopane offers almost all intermediate stages of comfort and price. But it is very crowded at the Christmas and Easter holidays - advance booking is strongly recommended - simply because the winter sports in the Tatra are so especially fine.

The mountains lie half in Poland, half in Czechoslovakia. From the centre of Zakopane it is possible simply to walk to the summit of Mt Giewont (1,985m) and enjoy an extraordinary panorama of the whole range in both countries. Eight hours, however, should be allowed for the whole trip there and back. And the attractions of skiing, which is available on all sides with details readily available in the hotels, should not deprive you of a visit to the high-level lakes Morskie Oko and Czarny Staw which lie below the highest peak in the Polish Tatra, Rysy (2,494m). It is an hour's trip by bus from Zakopane, then a short walk.

Alternatively, the ascent by cable-car of Kasprowy Wierch from the small village of Kuznice (20 minutes by bus from Zakopane) is, despite the cafeteria, excellent value, though it's often necessary to book a place in the cable-car a day or two in advance. The high-level ridge walks available from the summit station are magnificent, given clear weather, and it is possible to return to Kuznice on foot, though in winter this should be done only as one of a group.

Poles also ski in the Karkonosze mountains in the south-west, but these are unlikely to attract the foreigner with limited time to spend. However, if he is drawn to the city of Wrocław, home of the theatre guru Grotowski and for me the nicest Polish city, the Karkonosze might be thought worth a day or two's visit. The centre is Karpacz, reached by bus from outside Jelenia Góra railway station. From there you can be hoisted by chair-lift breezily to within an hour's walk of the highest peak, Śnieżka (1,602m). Actually scrambling up to the



The Tatra Mountains near Zakopane

rather grotesquely vast scientific observatory on the summit can, however, be a problem as the Polish-Czech frontier runs along the ridge and the Czech guards, everywhere in evidence, were, the day I was there, allowing only Poles through a check-point it was impossible to by-pass. Poles, apparently, enjoy the benefits of a reciprocal arrangement that are denied other nationals without prior certification - a Czech visa. You may, as the guide-books tell you, be able to stand with one foot in Poland and another in Czechoslovakia, but you put both feet into Czechoslovakia at your peril.

In Wrocław it's not so much the historic buildings that attract as the general spirit of the place. Nevertheless, the Opera House, St Dorothy's Church and the Muniopol Hotel and (separate) coffee-house, all on the street at Świdnicka, should be visited. Jarzbiński,

the exquisite rowan-flavoured vodka, should now be available again and will quickly form the basis for an acquaintance with a Pole anywhere.

The cheapness of Poland depends on where you get your money. It is mandatory to acquire some Polish currency when applying for your visa (£7's worth per person per day) - an arrangement designed to ensure that visitors buy at least some money at the official exchange rate. The unofficial rate - and a year ago you did not have to look far to find it - was 10 times that. I can't believe that much has changed.

Visa applications and further information from: Polish Consulate, 19 Weymouth St, WIN 4AG, London, (tel 01-580 4324/3750); or, in Scotland, 26/27 Buckingham Terrace, Glasgow W2 (tel 041-334 4264).

Paul Bonnefoy, Benoit Tinguely and Pierre Vandel won both team and relay prizes in 1982.

In children's classes games are used for teaching and learning is fun. A group lesson lasting three hours costs £3 and you will need perhaps a couple. Add to this one of the school's guided ski rambles and you will be ready to set off in your own party. Inviting trails lead off, in high snow season, from the entrance to Les Cimes. In spring the snowline is edged with primroses, violets and later carpeted with cowslips.

Les Rousses and nearby villages, Bois-d'Amont, Premunon, Lamoura, offer little *après-ski* glitter though there are a dozen restaurants, a night club of sorts and a score of hotels. Chez Didier is a good catering-out recommendation down by the lake, on which there is floodlit skating at night. Hotel France is well spoken of by *The Holiday Which? Guide to France*. Most families will wish to experience eating out on such dishes as fondue or raclette.

Inn-Ski provides toboggans, by the way, for neighbouring slopes and you will be soon at ease in the winter world, shopping on skis possibly, and enjoying the snow rather than fighting it as we do at home. One family's outstanding memory of Les Rousses is of their children's rival snowmen several times daily resculptured and enlarged.

Day excursions into Geneva's cosmopolitan streets and elegant stores are perfectly feasible. Locally, as you would expect from a timber region, emphasis is on wood. Cheese boards are popular gifts. In these shape the dairy, known confusingly as *fruitière*, where vast Comté cheeses, some weighing 105lbs and tasting rather like Gruyère, are made. Jura wines to accompany your meals are different - described not as white, red or rosé but as yellow (somewhat like fino sherry), straw, grey (actually pink) and mad (sparkling).

Pipes come from nearby St Claude, the briar capital of France, with Pipe Museum to prove it. Jura farmers have traditionally turned in winter to stone cutting, crafting and

polishing garnets, turquoise and amethyst into jewelry. At Le Lac, 9 Rue de l'Eglise, a craft shop continues such skills and displays the desirable finished articles.

St Claude is also France's diamond-cutting centre, which helps explain the region's watchmaking industry. Another delightful trip into Switzerland is by train through snowfields and forests using the little, overhead electric railway on the La Cure-St Cergue-Nyon route.

In Les Rousses, should you fancy some Alpine skiing, there are excellent facilities with pistes to suit all abilities, three ski jumps and more than 35 lifts. Competitive events on skis, tests and badge awarding ceremonies go on everywhere but most appealing will likely prove to be the dog-sled races. It is hardly the call of the wild but it is definitely fun. I am indebted to Nesta Roberts' book, *The Face of France*, for a very special fact about the church of Les Rousses. It is material I can never compete with and I pass it on unashamedly. The church is 'rarely, an unnatural watershed; we rain that trickles down the northern slope of its roof flows into the North Sea, that down the southern slope into the Mediterranean'.

I particularly commend the ski school's illustrated booklet on cross-country skiing, techniques. They recommend full breakfasts (tea not white coffee as this is difficult to digest), a hot lunch dish in a warm place, non-fizzy mineral water food or wine, and salt *bonillon* late at night. Clothes should not fit tightly and you need changes of warm underwear. This is sensible advice.

Inn-Ski prices include transport using your own car with overnight cabins Southampton-Le Havre or en route hotels via Dover-Calais, seven nights at Les Cimes and valuable insurance. Prices are from £61 each when eight travel together (two cars or minibuses) £89 for each of four rising in peak season to £75 and £116 respectively with extra weeks from just £30. Les Cimes features on Inn-Tent holidays and you can sample Les Rousses in summer when you will have to imagine the snow world of winter.

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## Matters of fact

Vicki Lee takes a critical look at information books

"Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts; nothing else will ever be of service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir."

This familiar opening to *Hard Times*, often quoted, conjures up a world of schooling which seems miles away in experience from the daily life of our primary children. When Dickens wrote it he had his tongue firmly in his cheek, but the practitioners of such instruction were in deadly earnest about their approach as they exhorted children to remember many unrelated goblets of information which they, as adults, regarded as useful. Although successive enlightened education reports have changed many attitudes to schooling many of us still have that lurking feeling that school is a place where we are taught facts. Perhaps quiz books, television quizzes and adult concern with repeatable facts and attainment scores as a measure of a child's achievement, keep this feeling kindled. Sometimes it can be very difficult for all of us involved in primary schools to see it as a place for active learning where memorization of facts is only part of the story. Children need to know how to use the resources of today and perhaps the safety of past methods and success is not always relevant.

A primary child makes enormous gains in his emotional and intellectual development during his first stage of schooling, and as the Bullock Report has stressed, language is one of his main resources in receiving and responding to all the experiences that confront him. Many children are familiar with most types of language by the time they arrive at school; they can converse, ask questions, tell and listen to stories, give and receive orders and they can recognize print. Even if they cannot read for themselves they can respond when read to. It is often at this turning point in a child's life when he enters school that information books are suddenly introduced as a support for anything he may be encouraged to investigate. Books can be seen by the younger primary child to fall into two categories. True books and Story books. Children at this stage are often obsessed with the idea of truth and reality, and will scrutinize storybooks for evidence of actuality. Children (and sometimes adults and teachers) put such faith and trust in books that it can be a solitary experience to look at non-fiction books to see how far these young consumers are sold short of their expectations.

The Bullock Report recommended that we look objectively at the quality of language across the curriculum and its findings initiated a great surge of interest from publishers as well as teachers. Overall the quality of fiction rose during the middle and late seventies and the high standard of presentation and illustration has been a source of

inspiration to children making their own books. But when we look at the broad spectrum of non-fiction publishing few names leap out as being consistently worthy. Who awaits the new Vanessa Luff with the same excitement as they await the new John Burningham? Vanessa who?

Part of the problem with information books is that for a long time they have been viewed as a glorified fact sandwich, with a thoroughly unattractive school textbook image. The prime concern seeming to be to put as much information between the covers at the most marketable price. That is justifiably acceptable for an adult reference book. But children today are surrounded by extremely well-packaged, well-presented goods in other areas of their lives and if information books are going to be valued they must meet the same high standards of attractiveness in content and visually, which much fiction offers.

I have tried to evaluate some of the non-fiction I have come across in terms of the qualities of good fiction and these are some of the conclusions I have drawn. Primarily it seems to me that much non-fiction suffers from the complaint of being written by committee for no one in particular. Margaret Meek in her book *Learning to Read* (Bodley Head) suggests that as a fault of much reading scheme material and I feel it is equally true of many non-fiction series. It appears that earnest committees sit round to discuss educational value, readability

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EXTRA

Matters of fact *continued*

ity, editorial and costing difficulties resulting in a book full of compromise with all its life driven out, which satisfies criteria but not necessarily the child for whom it was intended.

The real pleasure of fiction is the communication of minds that occurs between author and reader and so often this is missing from non-fiction. Surely the single voice of a committed enthusiast will speak far more fully to a young enthusiast in any field of inquiry? This then encourages the child to look at the material of other experts and enthusiasts and compare his findings. So often information in encyclopaedic format books is set down in a Gradgrindian way so as to remove all suggestion that it needs verification elsewhere. Sometimes publishers do have the belief in a slightly eccentric personal view of a subject to go ahead and publish. Yet we as teachers can be our own worst enemies in defensive nitpicking over minor details when we are presented with such innovations. Shouldn't we welcome the new approach offered and point out to children items in the text to question?

The material being selected for publication also seems to be blighted by trusting to tried and safe areas. Books abound on subjects such as dinosaurs, volcanoes, comfortable histories of the Tudors and Stuarts, Vikings and Romans that bear little relation to a child's experience. And yet educational programmes reinforce these subjects and create a demand. It doesn't seem so far away from the Gradgrind model of an adult teaching what he knows whether it is appropriate to the child or not.

This brings me to my next criterion, how much does the book mean to the child? Again the quantitative aspect seems to intrude. Value for money is presented in terms of the number of facts per page, which the adult can convey. But how

many editors have refreshed themselves with a book such as *Reading* by Frank Smith (Cambridge University Press), to reacquaint themselves with the problems their young readers face? In producing an information book for children just gaining confidence with print, they often seem to forget that the conventions of story telling are absent, which often assist a child in extracting the meaning from his reading. The child has a double task, he is not just learning to read, but reading to learn as well and the complexity of language and flood of mixed concepts or new ideas that may confront him are daunting.

I have recently seen a title which seems to me to display this confusion. In *One Hungry Spider* by Jeanette Baker (Deutsch) there is one basic idea of counting overlaid with quite sophisticated presumptions on the part of the child about the life cycle and habits of a spider in its web. The artwork in collage pictures does not seem particularly suited to the subject matter either, whereas it was lovely for Elaine Moss's story *Polar*. Individually some interesting ideas, but put together it is difficult to know the intended audience for this book. Continuing on the theme of meaningfulness, many young boys who are not attracted to stories because of reading problems or genuine lack of interest, are drawn to non-fiction through personal motivation. They are so often frustrated because they only just manage to make sense of the captions to the illustrations.

Complexity of language and pre-supposition of concepts is one consideration, readability is another. Does the prose of the non-fiction book bear reading aloud? Can it be shared like a picture book where text and picture can be discussed at greater depth with the teacher? Only a couple of titles spring im-

mediately to mind in the first category, namely *Window into an Egg* by Geraldine Lux Flanagan (Kestrel) - sadly, now out of print) and *City of Gold* by Peter Dickinson (Gollancz). Both books have an identifiable personal voice. The former conveys the same quality of delight a child expressed when totally absorbed. The facts are naturally incorporated into an easy conversational style that is pleasantly readable. My only criticism would be that on a number of double spreads the volume of text could dissuade a child, but with the support of the teacher the book would make a rewarding read.

A later book *Window into a Nest* by the same author and Sean Morris, won The TES Information Book Award and I imagine the singularly readable style must have been a considerable factor in its success. The engaging storytelling style and meticulous settings plus the rich illustrations by Michael Foreman make *City of Gold* a delight. Stories read from it inspired a former class of mine to embark on a fascinating study of comparative religion. It was very fortunate that I had friends who were willing to talk to us and share their varying creeds and customs, since there were few information books to back up that line of inquiry!

My last consideration is presentation and layout. Many picture books and anthologies are so thoughtfully produced that it is hard to understand why this does not happen with information books. In too many cases there is no clear contents list or accurately cross referenced index and the visual impact of each double page spread is often weak and uninviting. Two books which I find both attractive, informative and which encourage further investigation are by Vanessa Luff (who I mentioned earlier). Her books *The Cornfield* and *Animals in winter* (A & C

Black) work extremely well on two levels. They use a picture book style with accurate, visually pleasing double-page spreads which have a simple pertinent text. At the back of the book a picture index consisting of a reduced line drawing of each spread, with flora and fauna numbered and named, gives the older child a resource to look up more information. The improving quality of identification books in appropriate areas and at differing levels of sophistication make this a valuable learning exercise. However the same quality of development is not true across the rest of the curriculum.

It does seem that there is poor communication between teachers, colleges and publishers so that a genuine lack of understanding about current primary practice may be at the root of inappropriate book provision. Child-centred learning advocated in the Plowden Report and subsequent HMI documents has been open to misunderstanding by people inside and outside the profession. Few books take one starting point and thoroughly develop it in depth in the way children are encouraged to investigate. Books such as *The Bird Clock* and *Green Clock* by Christa Spangenberg (Blackie) and *The Tree Calendar* by Irmgard Lucht (A & C Black) have a sense of development through time, and encourage a child to look for changes in his environment. But such books are rare. With such a book a child can compare or verify his own experience with his book experience and make his own record accordingly.

There have been disastrous attempts to jump on the "topic" bandwagon to produce a volume with a page set aside for craft, story, factual, mythical and artistic approaches to a theme. Perhaps it is a good thing that Felicia Law's *Dandelion* series which utilized this format is now safely out of print. We need books which begin from a

child's stand-point and branch outward, leading him in methods of investigation. I look forward to seeing a new book announced by Kestrel which, from its blurb, takes an oak tree and investigates the varied life forms it supports - *Oak and Company* by Richard Mabey (March '83). This is the kind of investigation which children can very usefully undertake, how good that they may now have an appropriate book to help them.

Books in the area of natural history have led the way in new approaches. But the market is still wide open elsewhere. The field of comparative religious studies and customs needs particular attention. We do live in a multi-cultural society and the one token black face that occasionally appears in books is not enough. More is needed from a personal viewpoint about those involved in public services, plus accounts from those who recall the recent history of the last 50 years. Earth sciences yield a minimal number of worthwhile titles as does mathematics. Appropriately gauged material for use with infants, especially books beginning with themselves, their bodies, family, etc. is still needed in a variety of approaches.

With micros looming in every primary school, publishers could be finding an even greater chunk of their market disappearing as children put their own findings into databanks in their computer. That information would have many advantages: it would be at the child's own reading level; it could be easily updated and restructured; and it would be immediately accessible. But a machine has two distinct disadvantages. You can't carry a micro round (yet!) and there is nothing quite like getting lost in a good book.

Vicki Lee

## Three-point turns

**Help Your Child to Read: Double Ducks; Rubber Rabbit; Silly Sheep; Poorly Pig; Fast Frog.** By Allen Ahlberg and Eric Hill. Granada 85p each.

**Head Start Story Books: Winston's New Cap; Winklet Goes to School; A Day in London; A Day in New York.** By Elken Ryder and Lesley Ann Ivory. Burke Books £1.60 and 95p each. **Playing With Words: On Holiday; The Party; At School; At Home.** By Neil and Ting Morris. Evans £2.00 each.

The word seems to be getting around that it is a Good Thing for parents to be involved in teaching their children to read: here are three new sets of early readers, with parents, rather than teachers, clearly designated as the target audience. Perhaps one day soon the word will get around that early readers, whatever the audience, have to be good of their kind: these range themselves neatly on a three-point scale of effectiveness: the acceptable, the forgettable, and the pit.

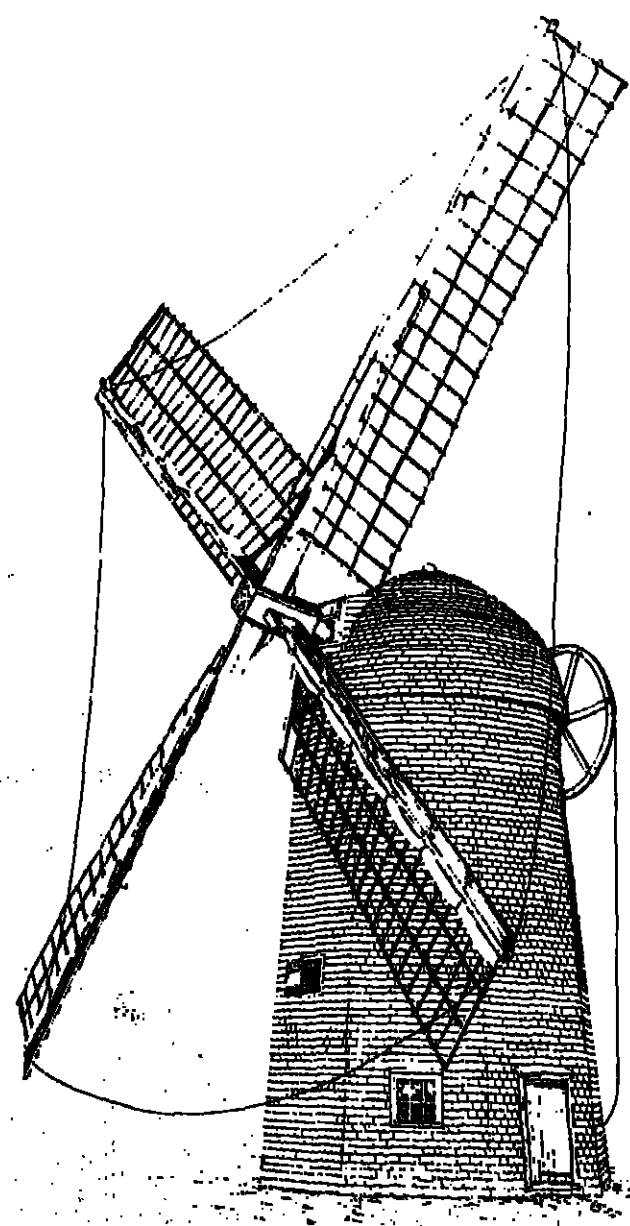
*Help Your Child to Read* is a cheap paperback series by Alan Ahlberg and Eric Hill, with several excellent ideas embedded in regrettably garish and flimsy little stapled booklets. The two best ideas come on the first two pages, addressed exclusively to parents. First, the authors desert the half-way house of their title ("*Help your child...*") and come out hot and strong for parent-power. Starting children reading "is not difficult, nor is it necessary to be a trained teacher. In many ways home is a better place to start than school". (How many infant schools would dare to include

that in their brochure for parents?) Then, in every book, there is a different page of practical suggestions for parents: and they are all first-class. For example, *Double Ducks* goes into home-made books; and *Silly Sheep* deals with writing and reading (get a blackboard, be a secretary for your child). After all this, the texts themselves are a let-down: knockabout humour from little furry animals wearing clothes; rhymes, stories (well, just) and games; but plenty of detail in the pictures that makes for good conversation. Definitely A for effort.

Next the set of *Head-Start Pre-Readers* from Burke Books, a disappointment after their excellent *It's Fun to Read* series. There is a homily for parents on the back cover, urging them to ask appropriate questions, and to enrich their child's vocabulary; a good plan, but with these texts, it will be an uphill struggle. All the stories (using the word in its loosest possible sense) are boring, and the illustrations not much better. Must try harder.

Last, and very much least, *Playing With Words* by Neil and Ting Morris: here the instructions for parents set out aims and objectives in an unexceptional way, insisting that the children must enjoy the books and the activities they suggest. But this can only be a pious hope; once again, the stories are not what I call stories, and the activities are not what I call activities. There is evidence of some awareness of current trends in education - lots of black faces, a boy dressed as a nurse - but if these books are what reading is all about, it hardly seems worth the effort for parent or child. Back to the writing desk please.

Mary Jane Drummond



"Windmills", the latest in the Project Series from Pepper Press (Anne and Scott McGregor £4.50), explores the history and future of windpower. Step-by-step instructions for two windmill models are also included.

## Micro minded

**An Introduction to Microcomputers in Teaching.** By Andrew Nash and Derek Ball. Hutchinson £6.50.

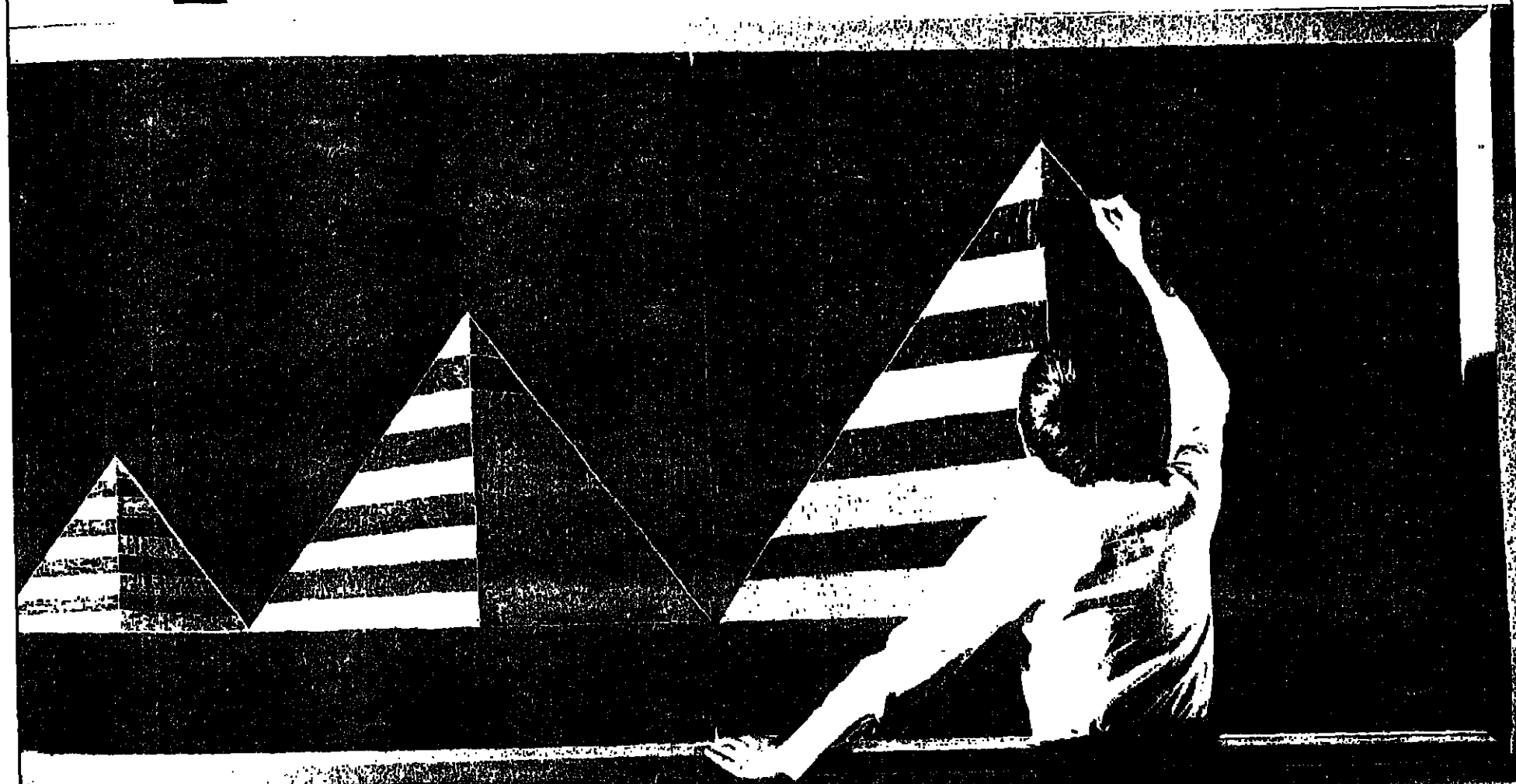
Beginners who are keen to learn how to program will find in this book a wealth of useful information, though because of its peculiar layout they may have to browse. Readers whose interests lie more in the educational potential of a micro may find it less satisfactory. Merely the esoteric jargon so often included merely to impress is avoided, but on the other hand the text is often verbose, frequently woolly, and at times smacks of talking down to the reader.

There are listings of various programs which serve to illustrate techniques; though written for the 3-802 micro, they are sufficiently well documented to permit users to make alterations for their own micro. It is also possible to purchase the programs on a disc.

On the whole, this book may best be of value to those already familiar with BASIC and who wish to program, for it will help them avoid the more common pitfalls. It is less likely, however, to appeal to teachers and students seeking to become acquainted with the educational potential of micros in the classroom. Some useful information is there, but sadly, the book's lack of structure will cause many who might have profited from reading it to give up at an early stage. This is a pity, for despite the attention currently being given to microelectronics and computing in schools, there is still a dearth of literature on the applications of micros to education, aimed at the uncommitted who would like to discover their educational potential. Though the title of the book is timely, sadly, it does not live up to its promise.

Robert Leggat

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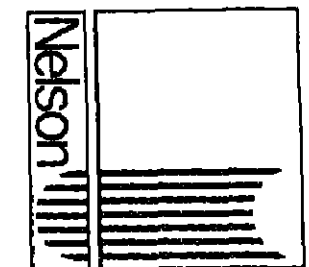
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EXTRA

## Creature comforts

Francesca Greenoak's natural history selection

My baby son has a book ambitiously entitled *All About Animals*, which disposes of the entire subject in a mere eight pages. If however, he finds he does not know quite all about animals by the time he is two, there is no lack of books to inform him further. Natural history is now more than ever the staple of children's book publishing. Thirty-five examples published over only a few months recently arrived on our doorstep.

With such a large batch, current trends within the spectrum of natural history show up clearly. Books are appearing now which publishers would have dismissed as "non-sexy" even a few years ago. Nearly a third of the books reviewed here, for instance, are about invertebrates (or *seq* Usborne, creepy crawlies). Habitat studies are out this year, and so thankfully, are those nebulous "concept" books with titles like "Animals with Horns" or "Yellow flowers". Almost without exception these books look at individual plant or animal subjects or at particular groupings.

Dinosaur Publications has respectably extended its non-fiction *Alphabet's Nature Series* with four excellent new titles for very young children (each 70p paperback; £2.25 hardback). Two things strike me about this series: how much information is carried in the brief simple text, and how beautiful and beautifully matched the illustrations are. Leaves from the Trees is the least visually exciting - but then very few achieve a good tree book. Caterpillars to Moths and Migrating Birds are a delight, and Ducks and Drakes is a useful book on a group small children are likely to be familiar

with on ornamental ponds.

The four Ginn *Watching Books* are adapted from the Dutch but the content is well suited to a British readership. The illustrations are exquisite and the short text is sensitive, both to the needs of a young child and to the subject (though in *Dolphin* I wish they had noted that, dolphinarium animals generally die early). *Cat*, about wicked Bella, the Siamese who sought a ginger tom, is a departure from the usual run of cat books, and I value it for its sense of fun, unusual in this rather earnest genre. (Other titles are *Kestrel* and *Butterfly* - set of four paperbacks £3.30.)

I have come to expect lively and inventive books from Sebastian Walker's small group and The Fox and The Spider published in conjunction with Methuen (hardback each £3.95) will continue to be read by children long after other fact books have been put aside. The quality of Margaret Lane's prose alone makes them out of the ordinary. Illustrated with pictures of compelling immediacy and drama, the text describes its subjects with equally close intensity and Margaret Lane shows skill worthy of Beatrix Potter (whose biographer she is) and a decidedly non-standard approach.

"The farmer has always been the fox's enemy". Why not? Yet in any other book it would have been the other way about. Ms Lane uses scientific names with gossipy familiarity. "A relative of Aranea's called *Agelena*" she notes "weaves a funnel-shaped web that looks like a delicate but grubby handkerchief". I am less happy about spiders being "wonderful mothers" but astounded by the implications of her observa-

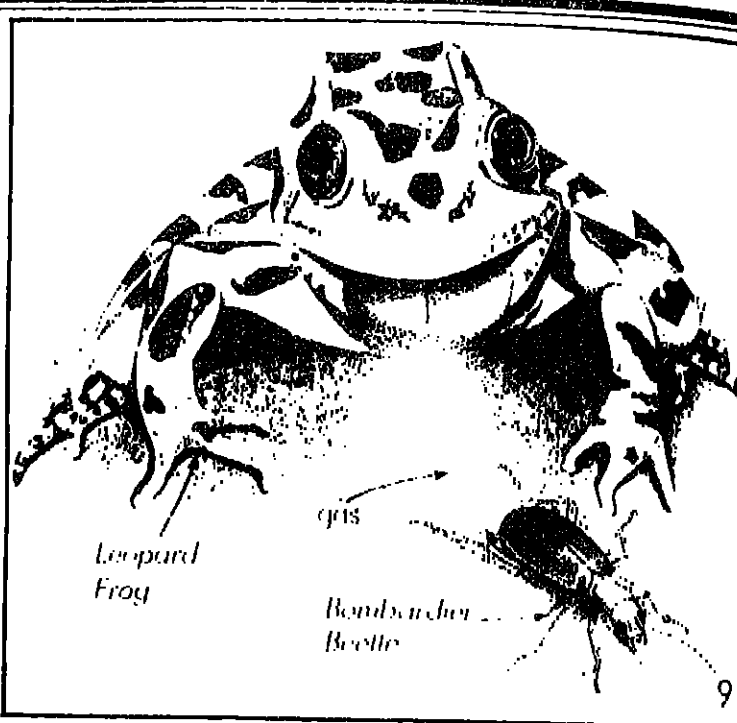
tion on the post-sexual behaviour of the female spider who may kill and suck the juices from her mate. "This sounds unkind but spiders' lives - like ours - depend on food, and once he has done his job he is no more use to her." Remarkable books.

Günilla Ingves is the author of six charming books (*The Snail*; *Grasshopper*; *Dandelion*; *Ladybird*; *Mushroom*; *Fly*), originally from Sweden and now published by A & C Black as *First Nature Books* (good value hardbacks at £1.95 each). Thoughtful, well-designed with stylish and affectionate illustrations and a quietly humorous use of suspense dots. A baby snail hatches, struggles "up through the earth and... (turn page) glides off into the garden". A delicious picture, as also is the image of grasshoppers jumping to shelter from the rain under a mushroom. The text seems hardly to have suffered in translation though I wonder why the fly lands on a "red flower" when it is obviously a poppy and I wish the mushroom/toadstool section had been rewritten to be clearer and safer. But these are minor criticisms of enjoyable and worthwhile books.

Usborne *First Nature* brings us generalized titles: *Flashes*, *Wild Animals* and *Creepy Crawlies* (paperback £1.00 hardback £2.50). These are busy, competent, introductory books. While the tight structure provides a clear rational pathway: classification; life functions; specialized habitat etc, the examples used to illustrate the theory are crazy, adventurous and colourful. *Creepy Crawlies* is slightly jumbled but still manages quite creditably with the enormous amount of ground it has to cover in its 24 pages.

Usborne's *The Young Naturalist* (£1.85 paperback) for older children, usefully gives the flavour of the various disciplines in which naturalists become involved from individual observation to electronics. Follow-up activities range from traditional to plaster-cast tracks to sophisticated sound recording and photography. There is also an interesting list of careers which young naturalists might consider.

Poultry and Pigs published by Wayland (hardback £3.50) are the bravest books of this selection. Modern farming is not for the squeamish: no wonder the farm books and model farm sets which our children play with all depict the farms of the past, and those rose-tinted. The present images of the past obscure today's realities. One farmer who lives near me advertises his battery-farmed eggs with a picture of a dear little brown hen sitting by a wicker basket of eggs; another has acres of land on which



From 'Creepy Crawlies', Usborne First Nature series (£2.50 and £1.00).

he grows fodder for pigs who never go outside their pig houses. There need to be books which are honest about modern farming. Ralph Whitlock takes us sensibly and unemotionally through the lives of these two kinds of food-animal (though without a mention of the Common Agricultural Policy). He adopts a middle line on the care of the animals: the farms illustrated show both pigs and hens out in the open for at least part of the time, as indeed they still are on some farms.

The American company Addison-Wesley brings us their (anglicized) version of four Danish originals: *Social Insects* (£3.95) *Ants*; *Bees*; *Wasps* (hardback each £3.50). It sounds like a hotch-potch but these books are solid value. There is nothing tricky or innovative in design or textual style but they are pleasing enough. Pia Korsholm's careful, thorough text is accompanied by colour (yes colour not color) photographs of exceptionally high standard. These books will reach their mark with the secondary school child who already has an interest in natural history.

More American issue with Lerner *Natural Science Books*, this time versions of Japanese originals, and here there are no concessions to English readers: "When a cat (elephant) is born, the whole herd gets in on the act". "Two bladders (on the carnivorous blackberry) have gotten hold of the same insect larva". But does this matter when the books as a whole are so good? The photographs are of exceptional quality and the text, regardless of its idiom, interesting and intelligible once you have gotten into it. It is something of a publishing triumph to have kept such a high standard over as many as ten books. I wish, however, that Lerner had paid more heed to the original titles: *Monkeys* was originally "Japanese Monkeys" (it is in fact, based on that re-

nowned study of Japanese macaques) and *Penguins* was "The Land of the Penguins" and as such, deals only with the Antarctic species. (Other titles are *Carnivorous Plants*; *Elephants*; *Grasshoppers*; *How Seeds Travel*; *Animals on Eggs*; *Lions*; *Spiders*; *Sunflowers* - hardback each £1.50).

Once again, unmistakably American-produced, *The Sea World Book* of Penguins by Frank S. Todd (Harcourt Brace Jovanovich, hardback £5.25) seems otherwise nothing out of the ordinary. But it makes all the difference that it was written by someone who has himself studied penguins of all kinds (in this book, all 17 species are described). The author is a field naturalist, a scientist and a lover of penguins. The information given here has a special quality, I believe, because it is based on personal experience and insight. There will be some who do not agree with his concluding comments, particularly about zoo collections, but one cannot fail to warm to a man who writes so vividly about the birds he has made his study in conditions which most of us, committed as we may be to natural history, would flinch from.

I have been reviewing books on and off for this paper for nine years and I have hurled heavy criticisms at ineffectual publishers (especially at some of the bland international editions), slipshod writing, poor illustration and careless captioning. I can hardly believe that I have just studied such a large number of books from no less than nine publishers and that every series shows that thought, care and attention have gone into its production at every stage. Varied as they are in style, approach and content, they offer children from the age of about three up into late adolescence a choice of ways to learn "all about animals" (and plants). The naturalists of the future ought to be good.

## Down to earth

The Earth Books 1 and 2. By Tim Cattell.  
Edward Arnold £1.25 each.  
0 7131 0690 5 and 0691 3.  
Geography Now: 1 Empty Lands 0 7202 1350 9. 2 The Crowded Lands 1351 7.  
James Nisbet £1.85 each. Spirit Master £3.95. 1354 1.  
First Atlas 80. By Malcolm Renwick and William B. Pick. Nelson £1.25. 0 17 425317 2.

This *Earth Books 1 and 2* endeavour to explain the processes which shaped the earth. A combination of comic strips, factual statements and theories explaining mountain building, the development of volcanoes and mid ocean ridges, all in 21 pages. Other sections explain coastal erosion and deposition, the erosion cycle of river valleys, the water cycle, climates, the seasons and the weather.

As these books are intended for 9 to 12-year-olds one wonders how

able these children would need to be. The characters of the comic strips are a small child and a man who acts as a guide. He appears to believe that if an idea can be expressed in words it can be understood by children. For example, fossils, gravity and 200,000,000 years are introduced without explanation. When the child asks a question she is either treated to a re-iteration of an explanation already given, or her question is unanswered. Rote learning reigns supreme in these books. I rather feel that children who are interested in these ideas will find both the man and the child irritating.

In *Geography Now*, glimpses of the world are divided into Empty Lands and the Crowded Lands. Each region dealt with is used to highlight a particular feature such as the Indian monsoon, the Great Wall of China, glaciers, icebergs and soil erosion. Each section consists of eight pages of written information, maps, diagrams, photographs and a page of questions requiring factual

S F A Jex

EXTRA

## Assembly lines

The *Tinder-box Assembly Book*. By Sylvia Barrett. A & C Black £6.95. 7136 2169 9. *Together With Infants*. By Robert Fisher. Evans £5.25. 237 29352 8.

The *Tinder-box Assembly Book* is an extraordinary publication. So far as its contents are concerned, it is excellent. It provides a wealth of poems, stories and starting points for assemblies, together with related classroom activities, and suggestions for art work, mathematics and language lessons. There are lists of related information books, filmstrips (together with the addresses of their suppliers) and links are also made with 12 song books available from the same publisher.

There are 35 topics, each of which could form a single assembly (they are most suitable for the five to seven age range) or could be developed over the course of a week or even longer. They are presented in five sections: "Self" (appearance and characteristics of a human, emotions, etc), "Others", "Surroundings", "Times of Difficulty" (separation, disappointment, death) and "Celebrations" which range from birthdays to Trinidad carnival.

But what of the presentation? This is a spiral-bound book, of A4 landscape format. That is to say, when it is open, it is 60 centimetres across, heavy and floppy. Quite frankly, it is so cumbersome it is almost impossible to use. Add to this the facts that a number of poems and excerpts are reproduced in childish handwriting and are decorated with scribbled cartoons and one is forced to wonder whether the book's designer had the slightest

clue as to whether it was a teacher's or a pupil's book.

Robert Fisher, author of *Together With Infants*, is more pragmatic. His new book follows the format of *Together Today*, his admirably sensible assembly book for use over the whole primary age range. Like its predecessor, *Together With Infants* offers over 100 topics. Under each topic there is a paragraph outlining the theme, which could just be used straight from the page in times of emergency; suggested stories, poems and songs and a closely packed paragraph of activities to be pursued before or after assembly. The book also provides 50 very short stories and 70 simple prayers to which there are cross-references under the various themes.

The *Tinder-box Assembly Book* requires commitment, planning and strength. Dedicated use will result in excellent assemblies. Thoughtful use of *Together With Infants* might have the same result but this sturdy hardback might also literally prove a God-send on those bad mornings when you have left unprepared those things which you ought to have prepared and when the phone rings at ten to nine.

## Testaments

The Birth of Jesus 86313 000 3. Jesus Begins His Work 002 X. Joseph and His Brothers 001 1. Noah and His Ark 003 8. By Catherine Storr. Watts Bible Stories series, £3.99 each. (Methuen paperback edition £1.50 each).

And I say unto you. Of the retelling of Bible stories there shall be no end; nay, not until every publisher shall with his own version have flooded the market place. And verily there shall be they that are worthy of their hire; but for the others I tell you, it were better that they should have been remembered even at the first hour...

The latest re-telling has been de-

vised by the Belitha Press and is being published in various countries around the world. This particular hardback edition from Franklin Watts is certainly very handsome. It has strong, durable covers; clean, attractive layouts and full colour illustrations on every page. These by Chris Molan for *Joseph and His Brothers* and *Jesus Begins His Work* are especially happy. However, at £3.99 for 32 pages (and a text of only about 600 words), they might also tempt one to have another look around the market place.

Yet this series should not be dismissed even if, like so many of its competitors, it appears to be playing safe with its choice of titles. (We are promised *Jonah, Miracles by the Sea* and *The Prodigal Son* shortly.) The two Old Testament stories are told with a quiet humour and attractive confidence: they are fun. A chilling caution seems to have fallen on the New Testament titles though, perhaps from a desire to please a world-wide audience of South American Catholics, European evangelicals and agnostic educationists all at the same time. Mrs Storr has written of herself that she is preoccupied "with the possibilities of explaining events in more than one way". In *The Birth of Jesus* there is very little attempt to explain events in any way. Why did Joseph and Mary have to go to Bethlehem? Why did Herod massacre the innocents? What is frankincense? Why are Jerusalem, Bethlehem and Egypt on the map but not Nazareth?

By all means introduce words like frankincense and indeed (in other volumes) words like prophet, baptist and synagogue. In the hands of a teacher or parent, such texts can be explained and discussed (and work well over the whole primary school age range). Surely though books over which so much care has been taken could also have been planned to be self-explanatory?

David Self



'Washday': Your child will really enjoy the opportunity to wash some clothes himself. Let him have a bowl of soapy water and some dolls' clothes or, if he'd rather, some of his own... Yes, under the joint influences of feminism and international marketing, life moves on a pretty pace. The illustration comes from 'Making and Using', written by a large committee of experts, in Mitchell Bentley's *Let's Learn* series (£4.95).

## Science cinders

Science Workshop 2. By Irene Finch Longman £2.25. 0 582 18350 2.

Primary Science is one of the Cinderella areas of teaching. The problem is that teachers are often non-specialist having minimal science background, and are therefore reluctant to embark on "real science". This book (and its companion, Book 1) are designed for such teachers at top Junior Level. The book contains 12 topics, about 5 sides of pupil material on each, giving information and practical ideas which require inexpensive and easily available materials. Each topic has one A4 page of core work, followed by stimulating and interesting extension work, both reading and practical.

Although the books can stand on their own, each topic has two television programmes for extra incentive and information. The first programme makes suggestions for core work. Notes for these broadcasts are available from BBC publications.

Topics include bread, paper, joins, hearing, fish and levels. The philosophy is to relate everyday experience and background knowledge into a "science framework", showing that science is useful and a vital part of our lives. There is some emphasis on the basic processes of science, classification, observation, testing etc. Although these skills are not hierarchical, topics could be followed in any order, as could the books. Guidance is given to teachers on the processes involved and these are related to a complementary test, "Nature Study and Science" (Longman).

The presentation is bright, colourful and stimulating. Sentences are short, crisp and clear, and the large number of diagrams are attractively produced and well integrated. Warnings about safety are clearly made. Notes are given on extension work for home.

Chris and Pat Mason

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## Getting ahead

**The Primary Head.** By Patrick Whitaker. Heinemann Educational £5.95. 0 435 80917 2.  
**Responsibility and Promotion in the Primary School.** By Derek Waters. Heinemann Educational £5.95. 0 435 80915 6.

After years of ignorance, denial and neglect the pundits have finally discovered that the organization and management of British primary schools is worthy of detailed analysis. Consequently primary school teachers are being increasingly bombarded with books which purport to show the "upward-mobiles" and some rather bewildered "sitting tenants" the true paths to individual, school and professional salvation.

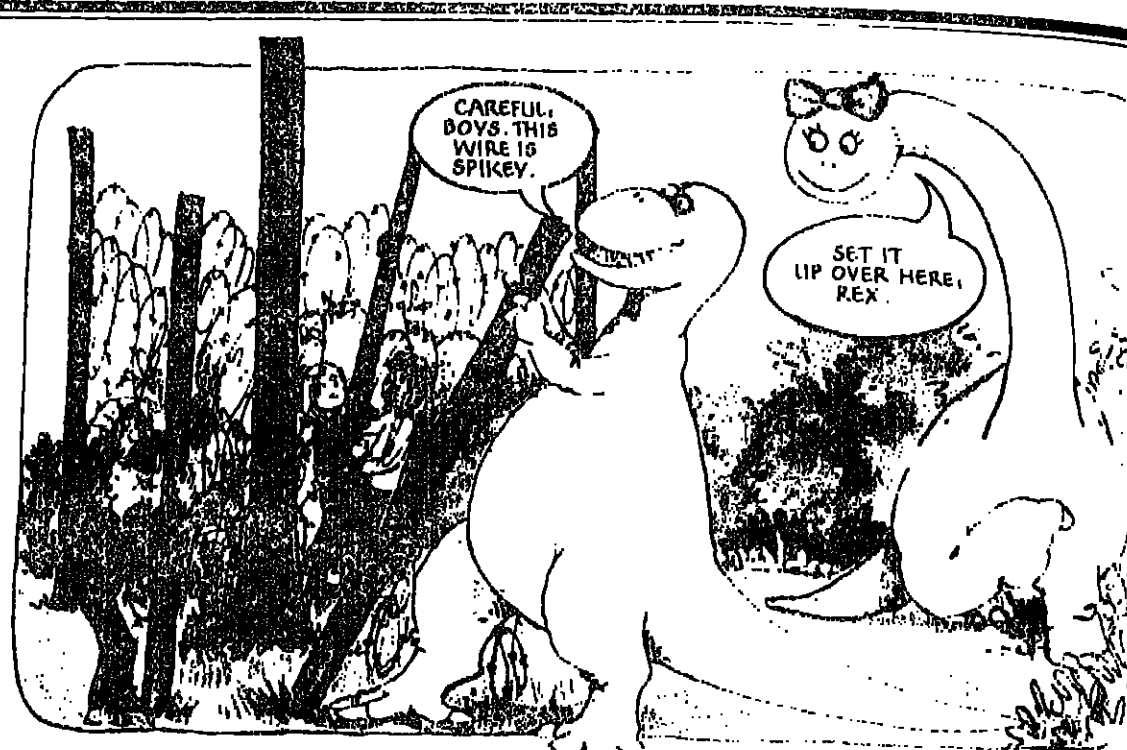
These two publications clearly illustrate the situation. They are part of the excellent Heinemann Organization in Schools Series but are virtually the only titles, from a total of 23, which deal with primary schools. The question is, however, whether they will be found to be useful by practitioners, telling us anything which is not already accepted and widely utilized common sense. The major problem for primary teachers interested in management, who have sought advice in the many volumes of wisdom offered to our colleagues in the secondary and tertiary sectors, has been that so many of the publications are saying very much the same thing, with only the idiosyncratic style of the author to differentiate one from another. There has never been a definitive book which has pulled together all the threads and which has taken account of the particular nature of the British primary

school - until perhaps the recent book by Derek Waters, *Management and Headship in the Primary School*, published by Ward Lock in 1979.

But now we have *The Primary Head* by Patrick Whitaker. It is a first-class book, and complements perfectly the earlier book by Waters. In design it is vastly superior, making excellent use of clear page headings, with concise chapter titles and sub-headings which pinpoint the topic under consideration. Patrick Whitaker writes with clarity and conciseness. Early in the book he establishes four superbly simple groupings of factors which influence the decision making process - prescriptions, expectations, situations and predilections - and then uses these throughout to clarify issues and expound his sound, if rather orthodox, views. He uses a good balance of high theory, anecdote and hard experience to justify and explain the essence of the role of the head teacher in primary education.

For established, newly appointed and aspiring heads he provides both the bones and flesh of the job and goes a long way towards defining its spirit. The author looks first at the accepted role of the head, touching quite rightly on the Auld Report of 1968. He then examines the nature of the organizational stock-taking which must accompany the taking over of a headship, before examining styles of headship and modes of decision making. This is followed by the tasks associated with curriculum planning, delegation of responsibility, and appointment and development of staff. He ends with the vexed question of evaluation and accountability. Without doubt every

EXTRA



*'The Swampies', by Gillian Osband and Bobbie Spargo (Hodder and Stoughton, four titles, £1.50 each) may be crude whimsical creations, but they represent a publishing project (for 3 to 8 year-olds) with its ecological, multi-racial, caring heart in the right place. 'Max laughed as he wrote in the Swampies Case Book. And thanks to the Swampies Scouts, we've saved a rare bird from eggs-dinction!'*

head should read the book.

Like the Whitaker book, *Responsibility and Promotion in the Primary School* is well designed and comprehensive. The author examines career possibilities within primary education and advises aspirants about application and interviews. More importantly, however, Derek Waters gives much space to an examination of the qualities of leadership, in the widest sense of the word, which holders of responsibility in schools must possess, or develop, and which they must exercise effectively if they are to achieve job satisfaction in addition to extra cash. He clearly

shows that successful leadership is not easy, and details the many personal, institutional and system-wide pitfalls into which the unsophisticated might fall.

Of particular importance is the short chapter dealing with self-assessment and appraisal interviews (and which paraphrases the whole book), the use of which would greatly increase many teachers' awareness of those aspects of their work, skills and attitudes which might be developed. The roles of the deputy head and head are briefly examined, and the book would provide a very suitable introduction

to the more specific text by Patrick Whitaker.

Taken together, the books form a superb addition to the literature on primary school organization and management. My only reservation is one of regret that the authors are both now on the upper fringe of our profession, rather than active school-based participants. To reverse the old adage - they would perhaps be "better in than out", so that we can not only read about good management, but also see skill in action.

Paul Hartling



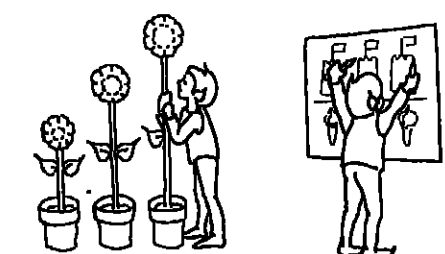
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 The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

## Projecting ideas

**Primary School Projects.** By Derek Waters. Heinemann Educational £3.50.

Interdisciplinary projects demand a high degree of organizational skill backed up with lots of detailed preparation. Teachers who never cottoned on to this gave the whole business a bad name on the sixties and early seventies - we have all seen those amiably chaotic classrooms in which all the children are copying from junior encyclopaedias. Derek Waters, as you might expect, is at some pains to point the right way, and his advice is both detailed and entirely practical.

The amount of detail, indeed - and he even remembers to remind you to take a sick bucket when you take children on an outing - is a bit mind-numbing. Many times in this book I felt myself saying something like "Stone me, nobody has to be told that do they". This is a common error, perpetrated daily by those of us who think they know, for hard experience demonstrates that however elementary the mistake, somebody somewhere is going to make it - and teaching students, for instance, have to be told things that later on may become second nature.

To those of us who cut our teaching teeth in the sixties, much of the content of this book reads like the teaching practice notebooks we kept at the time. "Teachers will readily recognize many old friends in the matrix of projects in Figure 3," writes Waters. You bet they will, for they are all there, large as life and straight of spine despite the passing of the years. There is "Animals", for example, and dear old "Christmas", to say nothing of that venerable and always reliable duo "Transport" and "People Who Serve Us".

Waters, though, is considerably more rigorous in his approach than perhaps we were then, and less likely to take for granted the wide-eyed predilection for investigative adven-

ture of either teacher or pupil.

The first half of the book deals in depth with aims, content, resources and all the other principles and practical points which run through project work. The second part gives a large number of actual examples of project work and of alternative methods of approaching them. Any teacher in a school which favoured this kind of work would find the whole thing to be a mine of practical help and information.

Any doubt I have is personal and is based upon my growing belief that creativity and imagination should be the central characteristics of the primary curriculum, and that we should, in general, be spending much more time on fiction, poetry and drama and much less upon the minutiae of factual study. Not that Waters is against creativity - he gives several useful examples of work involving the creative arts. It is really all a matter of emphasis, and I would like to have seen much more than there is about, say, children's fiction as a starting point for project work. To my mind, it is in this field that the exciting new ground is being broken; perhaps we could concentrate on it a little more at the expense of Famous Roads and Safety in the Home.

Another problem, for me, is the rather plodding style, which does little to reflect the author's obvious enthusiasm. Strings of passively voiced sentences never help in this respect.

"For the youngest children, a short project of a few days is all that can be expected with lower than can be expected with lower juniors can sustain interest for four or five weeks. Upper juniors could be presented with a topic lasting half a term, and in some cases a whole term could be allocated for a particularly absorbing topic."

All very well, I suppose, but you do have to work hard to get through it!

Gerald Haigh

## Slate of play

**The Education of Three-To-Eight Year Olds in Europe in the Eighties.** By Willem van der Eyken. NFER-Nelson £5.50.

Do not be misled by the official wrapping of this book. Title, subtitle (A Report Commissioned by the Council of Europe for the Standing Conference of European Ministers of Education), blurb, appendices, and especially Section Three (Statements made by Representatives of the Participating States) all lead you to expect a Panglossian account of the splendid work that everyone is doing in the field of child-care and pre-school education. And it is possible to read much of the book at this level: a self-congratulatory authorized gloat over recent improvements in the field.

But this is not the whole story. The important part of the book is van der Eyken's personal report on the state of play, and in spite of its official status, the content of the report is very personal indeed.

The first chapter is harmless enough, with thumbnail sketches of three pre-school children in Belgium, Denmark and Portugal. But the questions that these sketches generate are exciting and difficult: how can we pay for pre-school provision, without ruining the economy that the children will in due course inherit; how can we develop children, without institutionalizing them; how can we work "with and

through" the family? The rest of van der Eyken's report addresses these, and other questions, and although he has no answers to the first and most intractable of them, his discussion of the others is always provocative and, in places, downright radical. Especially interesting are his views on the relationship we should be working towards between child, family, and state: these are distinctly political - and controversial - and a long way from the sentimental notion of the mother-child dyad with which he used to be associated.

Of course, when someone is arguing so warmly, in such a complex field, it would be madness to expect to agree with everything said; and I do find van der Eyken's lavish admiration of the Pre-School Playgroup Association a little overwrought. It's certainly not necessarily a good thing in itself that the movement "provides the largest source of pre-school experience for children in the UK". Furthermore I don't see how this claim fits with the UK representative's statement that 56 per cent of all four-year-olds in the country are receiving nursery education. But van der Eyken is not playing the numbers game: his arguments are about more living issues; and in his concluding chapter he italicizes his own challenging summary of the report: "pre-schooling is a facet of adult education." I only hope the European Ministers of Education were listening, and wrote it all down on their slates.

Mary Jane Drummond

## Garbage?

**I Child is Born.** By Chris Burgess. Back and the Beanstalk. By Stuart Scott. Beauty and the Beast. By Scott. Noel's Ark. By Eric Brown. Our Dumb Friends. By Chris Burgess. Green Leaves to Gold. By Noel Scott. The Reading Series £3.60 the set. 0 09 910412 5.

There simply ought to be a law against making me angry. Angry at anyone, publishers, teachers or otherwise, could contemplate giving me to children.

The series is written to a simple formula: each contains a short play, supposedly suitable for group reading or production by 7 to 12 year olds. They vary from re-tellings

of fairy tales to "original" material. All show a complete contempt for children's intelligence and imagination - the clumsiness of plot, sketchiness or motivation, and abysmal poverty of the language simply beggar description. Each playlet is accompanied by a jumbled, confusing set of questions for discussion; by suggestions for pointless classroom busy-work and by prescriptive, limiting instructions on reading and presenting the script.

Sadly the publishers must anticipate a market for their garbage. I find this distressing - for only the most cynical of teachers would use these booklets. Any class anywhere in England will produce far more satisfying dramatic material from their own resources.

Ken Bryon



*'The doctor puts his funny mirror in front of his eye... He puts a little tube in John's ear and puts it into it...' Although 'Having a Hearing Test' (Dinosaur Games 12.75 & 8.99) is firmly in her established tradition of exorcising fears, the 'A Wheelchair'.*

EXTRA

## How not to do it

**Literacy Before Schooling.** By Emilia Ferrero and Ann Teberosky. Translated by Karen Goodman Castro. Heinemann Educational £14.50. 0 435 80474 X.

I would very much like to have seen the reviews of this book when it appeared in Spanish in 1979, because, at one level, it is a devastating attack on the teaching of reading in the Spanish-speaking schools of Buenos Aires. And it is always an entertaining sight, if not an edifying one, to see teachers closing ranks to anathematize interfering psychologists. But this is more than a local demarcation dispute.

The authors set out to investigate what non-reading children of four, five and six already know about reading and writing. They worked with a Piagetian interview method, and from a Piagetian concept of children as active learners: "knowing subjects, actively seeking understanding." They take an unusual and stimulating view of what constitutes pre-reading skills, and establish, beyond any doubt, that non-reading four and five-year-olds can, and do acquire many of these skills; that these skills are often in direct conflict with what and how their teachers teach them; and that after a year's schooling, although many children have learned to read, many others have acquired a new and undesirable skill, which they term "deciphering without meaning" - "they act as if any nonsense could come out of a text" - and which can only be explained as a product of schooling.

The skills they investigated included children's awareness of the distinction between words, letters, numbers and pictures; their awareness of the type of content of certain texts (for example, whether newspaper stories can begin "once upon a time"); and their awareness of what constitutes the act of reading for an adult. The detailed results of their study make fascinating reading; but it is not a comfortable book. Although the authors' first target must have been the teachers in the Spanish speaking schools of their sample, they have some disconcerting messages for teachers nearer home. They are convinced, for example, that "the instructional method has a restraining effect on children's creative possibilities and establishes a total dependency on the teacher". They are particularly severe on the teachers who believe, and act on the belief, that "if children do not learn, it is their own fault and responsibility". In short, they argue that schools contribute to illiteracy and even worse, that "school is not directed towards children as we know them".

Their final chapter is a masterly exercise in pulling it all together. The authors make three major recommendations (which could well stand as an introduction to any school's guidelines on literacy) reading is not deciphering; writing is not copying; progress in literacy is not caused by advances in deciphering and copying. I hope that one day the authors will come and investigate some children learning to read using some of the materials available in our own best schools, particularly *Break through to Literacy*; but in the meantime there is little for us to be complacent about in this account of How Not To Do It.

M J D

**A History of Children's Play** by Brian Sutton-Smith, New Zealand Council for Educational Research \$19.50 0 908 567 23 5 is a beguiling compilation of childhood reminiscences of "the New Zealand playground 1840-1950". The author is interested in the way play reflects the social development, and points the contrast between children's freedom when the playground was the whole country, and the subsequent formalizing effect of encroaching urban and industrial values.

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# Minding business

The Co-op. By Andrew Langley. Marks & Spencer. By Graeme Kent. The Post Office. By Graeme Kent. Lloyds Bank. By Robert McKee. The Public Library. By Graeme Kent. A BP Garage. By Paul Moody. Wayland in the High Street series £4.25 each.

Behind the High Street. Waterside Furniture. By Kenneth Hudson. The Bodley Head £3.95 each.

Hardly a week goes by without some pundit from the world of commerce deprecating the competence and willingness of schools to prepare their pupils adequately for the shop floor or dole queue. Since the lack of preparation claimed usually relates to specifics, such as an inability to grasp the twelves of twelve as opposed to the metric system, it is doubtful whether those same pundits will greet Wayland's enterprising new series with quite the welcome it deserves.

"All the latest Green Papers and reports on education stress the importance of commerce and the way in which the nation earns its livelihood being a part of the education of children in our schools". So the publishers conceived a series which would provide "background information on the way businesses are run, and the part they play in the functioning of the British economy". Surprisingly, all six titles, which at first glance appear to be look-alikes, make an effective contrast with one another, despite the publisher's over-enthusiastic efforts to create a uniform series. An index, glossary, book list, facts page and time chart are all welcome but it does seem unnecessarily repetitive to repeat some of the chapter headings as well, such as "Opening Up" and "The End of the Day". A gimmicky

fish-eye photograph of each building on the front cover further contributes to the feeling of déjà vu. Each book is square in format with 64 pages of text, illustrated throughout with black-and-white photographs and a few historical engravings. Each author has something different to say and the lasting impression is of a well-researched series and an attractive blend of lively comment, historical background and practical information. This really is a mandatory purchase for the careers shelf in the library. It is here that a pupil can find out what it is that makes Marks & Spencer tick - what the manager does, how the staff are looked after and how Marks & Spencer crimps come into being.

Inevitably, but regrettably, the authors have taken a very uncritical look at the organizations they have studied. Not every shopper, for instance, will agree that "the Co-operative Movement has moved with the times" or that the "old image of the car salesman is at last disappearing". It may be true to say that by using the photocopy machines in a library "pages from one book may be copied many times in response to requests, a great saving in money" but its legality is in doubt. One of the few comments which could be taken either way forms the caption to an otherwise incongruous photograph of a day for workers in an Indian textile factory. It reads "These women earn less than British textile workers. Although foreign textiles can be cheaper, Marks and Spencer continue to 'buy British'". Are they being praised for their patriotism, or criticized for depriving the Third World of a potential market?

A slightly disturbing feature is the number of misprints. A branch of Marks & Spencer is shown on page 43 as being in "Chensford, Essex."



The famous WHS symbol which survived till the 1970s. From 'WHS' by Ruth Martin. (Wayland in the High Street series).

New sites for stores are selected with great care - which is more than can be said for the other captions in the book where an "assistant manager" is shown on page 15 and a "manager" on page 16.

Kenneth Hudson's *Behind the High Street* seems at first glance to be a direct competitor to the *In the High Street* series. In fact this and its companion volume *Waterside Furniture*, are two entertaining, if rather discursive, environmental history books with a rather more limited appeal.

In *Behind the High Street* the reader is shown the history that lies behind a number of modern shops in Bath. This is a peg for a more general survey of the history of different types of business. We see that the Midland Bank now occupies a building which was once the Old Post Office and, by a happy coincidence, a remainder book shop has taken over premises which were once the old gas showrooms! But too often the text provides bland information of the "Pubs nowadays sell a lot of other things besides beer, of course" variety. *Waterside Furniture*, with its analytical descriptions of everything from hollards to slot machines, is of more general appeal although marred by too many static photographs reproduced at too small a scale. Nevertheless, this is a useful survey of a fascinating topic which could make an unusual subject for an out-of-season field excursion.

Philip Sauvain

## Music notes

The Orchestra. By David Harding. The Clarinet. By J P Rutland. The Piano. By David Crow. The Violin and Viola. By Marjorie Robinson.

Franklin Watts Focus On Music series, £3.50 each.

These books are intended to provide background information on the subjects indicated by their respective titles. In this, they are undoubtedly successful and would make very useful and stimulating additional reading for pupil musicians of any age.

Of the four titles, *The Orchestra* has the most difficult brief, if only because of the problem of definition. Thus there is passing mention of various kinds of ensemble other than the classical symphony orchestra - brass and military bands, for example, and chamber groups.

Each of the "instrument" books is interesting and clearly presented. The technical level is about right for a reader who has some musical knowledge and there is the right amount of attention to historical development and to the processes of making the instruments.

It is, I suppose, inevitable that the books are explicitly slanted towards classical music. I regret, though, that they thereby continue that neglect of other traditions - particularly jazz - which is still such a woeful feature of much music education. There is, indeed, a sense in which to make just a passing reference to "Folk Music and Jazz" is actually a negative act, because it seems to relegate these forms to some sort of minor or inconsequential status. Thus *The Clarinet* says "There have been many famous jazz clarinetists including Acker Bilk, Benny Goodman, Monty Sunshine and Terry Lightfoot. The clarinet is also played in dance bands and pop music groups".

Well - yes, but there is a bit more to it than that, quite apart from the endless arguments you could have about the choice of examples. Like wise, *The Piano* juxtaposes a full-page photograph of a serious looking Horowitz at a grand piano with a jolly drawing of "Fats Waller, a famous jazz pianist". Famous, yes, but a jazz pianist? I could go on - how would Buddy Rich, feel, I wonder if he saw a photograph of his band with no other caption other than "Modern dance band"?

All this aside, though, the books are most certainly useful on their own terms, and deserve a place in the library of any school which has any sort of musical activity or commitment.

Gerald Haigh

## Maths notes

Investigating Area. Introduction to First Problems. By Ed Catherall. Wayland £3.50 each.

Curves. Written and published by L. 4 Chalcot Sq, London NW4 and £7.00 (paperback).

Mathematics consumes an amount of school time and for children it consists of the learning of abstract routines, the ability of which will be required in the future. In spite of this, it is a small but significant area where children develop a real interest for the subject and are in need of guidance and encouragement. Their interest is to be encouraged by the use of materials and by the use of real life situations.

*Investigating Area* and *Introduction to First Problems* by Ed Catherall are being published in the new series of books. Each one requires the use of materials and by the use of real life situations. The books are written in a way which is easy to read and understand. They are written for children and are written in a way which is easy to read and understand. They are written for children and are written in a way which is easy to read and understand.

It is a long time since primary school teachers have had a chance to consider anything really imaginative or different in their search for mathematical material for their children. One or two notable exceptions have been treated to re-workings of old designs. Contents and methods with only the excellence of modern colour printing and binding to show that they have been edited in the eighties rather than the fifties. Come back Flavel and Graham - all is forgiven. All you have to do is to update the material in the problems, metrics, and a dash of modern reports and you have a winner.

Curves is the result of the work of a large number of people. 29 names and 3 educational institutions being credited. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest.

Paul Harling

# Formula problems

Introductory Maths Workbook 1 to 8. By Oliver Gregory. Oxford University Press 65p each.

Introduction to First Problems. By K. A. Hesse. Pupil's book 45p. Teachers' book 75p.

Four Rules of Number. By K. A. Hesse. Pupil's book 70p. Teachers' book £1.30.

1 A Day. Basic 8 A day. By A. Griffiths. Pupil's book £1.40 each. Teachers' book 35p each.

Challenge Books 1 to 4. By Ken Tyler and Jan Stanfield. Book 1 and 2 65p each. Book 3 and 4 65p each.

3 Go! By Aileen Duncan. Pupil's book 55p. Teachers' book £1.50.

Maths 5 to 9. A. By John Harman. Pupil's book £1.75. Teachers' book £6.

Maths 5 to 9. B. By Ken Tyler and Jan Stanfield. Pupil's book £1.75. Teachers' book £6.

series. The whole series is sound in terms of the very basic ideas and skills it is attempting to teach (as opposed to the lofty aims stressed in the sales blurb), and this volume does indeed provide a proper introduction to the more demanding material. Few children are able to cope adequately with written mathematical problems and therefore anything which clarifies techniques is of value. Unfortunately the author has a great deal to learn about the design of children's books. I find this one tedious and boring, so what can we expect from the children?

Similarly boring is Mr Hesse's *Four Rules of Number Book 2*, which contains interminable graded examples practising the four rules of number. This, and its companion volumes are contrary to every authoritative recommendation which has been made about the teaching of mathematics in the last 20 years. They have a very small role to play in genuine primary mathematics.

*Basic 7/8 A day* by A. L. Griffiths is somewhat better in terms of its content. The idea of providing teachers and children with a small number of linked problems or calculation to act as a daily starting point for further work is sound and fits with the way many junior school teachers work. Place value, the four rules, fractions, money and measurement are included. The major deficiency is one of design, the examples being cramped and confused. The series would have been more successful if printed in smaller format with the 7 or 8 computations on a single page.

Such a format is to be found in the pretentiously entitled *Maths Challenge Practice Books* by Anthony Brown and Jan Stanfield. These consist of 32 pages, each containing 12 short calculations. The books contain an element of grading from books 1 to 4. Unfortunately there are only about a dozen different types of calculation in the whole series, and a few would present a real challenge to a mathematically adequate primary school child.

An increasing number of sets of books are being promoted with specific use by parents working with their own children. *1, 2, 3 Go!* by Aileen Duncan is a recent example. In style and content the set of four books is good, although limited to counting, addition and subtraction, to 50. The major problem arises from the fact that they contain only minimal guidance as to how to teach the skills, there is no provision for practical and/or concrete experiences, and I fear that in unskilled hands their use would lead to inadequate understanding of number facts, would put an inordinate amount of

pressure on a child's educational day, and could cause difficulties in the development of classwork in schools. Supplementary home-based activities, specifically connected with the work in classrooms, is what is required, and the major schemes already provide such activities.

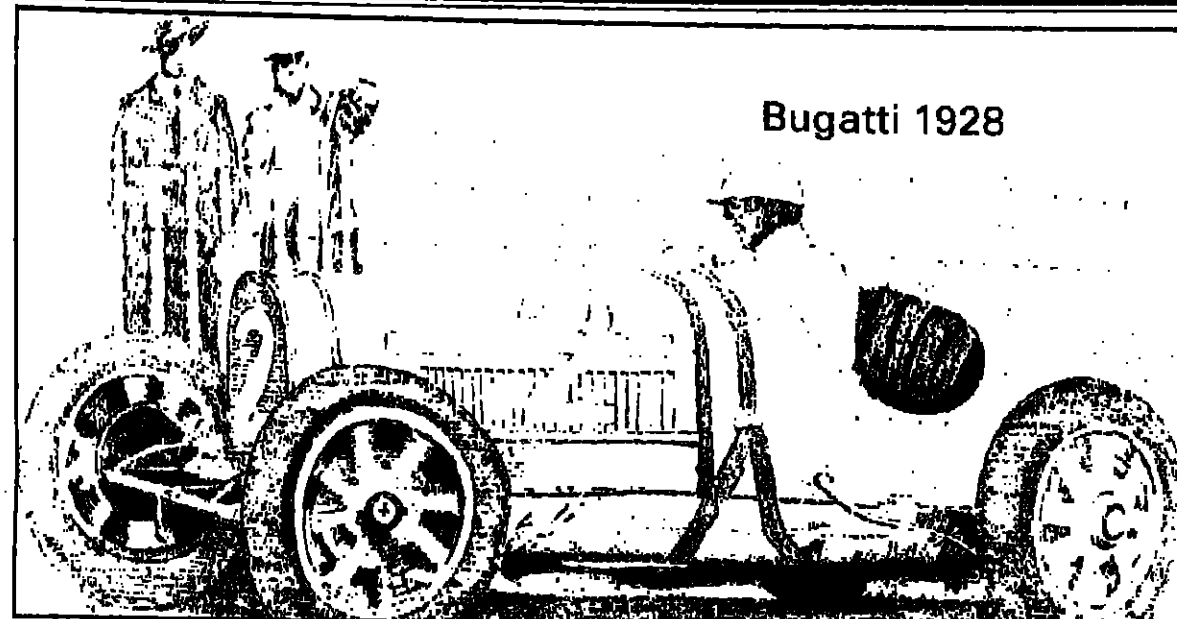
*Nuffield Maths 5* by John Harman, is the latest volume in the excellent series published by Longman. Book 5 is intended for children of approximately 9 or 10 years of age. Like its predecessors it is superbly printed and bound and has a first class teachers' handbook, written in an easy-to-read style and containing sound teaching points. I am less happy about the pupils' book. It contains too much written material which, in my view, should be part of the teachers' handbook.

The explicitly stated core of the scheme is the handbook, and to transpose too much teaching of the children's books causes overcrowding of pages, probable confusion for the less literate child, and a possibility that the pupils' book will be used without reference to the excellent advice presented to teachers in their own guidance notes. One point I do like is the use of different authors for the various stages. It avoids the staleness which seems to develop in the later stages of some schemes as the sole author becomes increasingly jaded.

*Calculator Maths* by Ken Tyler and Hugh Burkhardt is a workbook of "calculator-based" activities to reinforce and develop number work. It is an agglomeration of activities which have found their way into the Shell Centre for Mathematical Education during this recent project on calculator use in primary schools. My advice would be to not bother. The teachers' notes and the various justifications for the use of calculators in primary schools can be found elsewhere, not least in original, and excellent, *A Calculator Experiment in Primary Schools*; and virtually any school scheme will have pages of activities and examples equally capable of being used to practice calculator usage. Otherwise you can make your own to suit the needs of the particular children in your care. You will probably find that you can produce more valuable material at a fraction of the cost.

Paul Harling

## EXTRA



An illustration from 'Racing Cars' by Ron and Joyce Cave in their 'What About?' series which pose 'questions to stimulate thinking and imagination' about 'fascinating feats of technology today'. Titles include Aircraft, Trucks, Motorcars, Motorcycles, Trains, Space Shuttle, Submarines (Franklin Watts £2.99 each).

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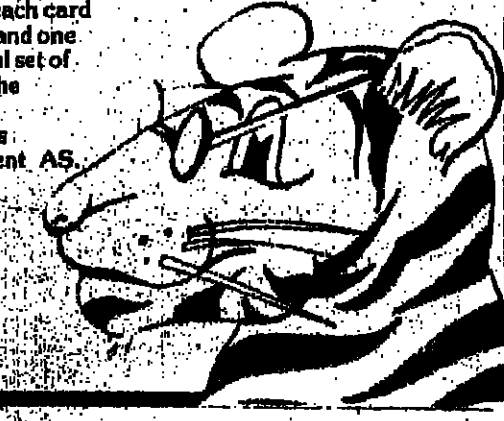
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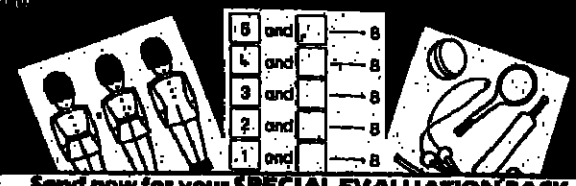
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## Joining the dots

Our Town £1.10. My First Seven Years £1.25. Toys Through the Ages £1.10. My Nature Diary £1.25. Cambridge University Press Activity Books.

The Romans Activity Book. By John Reeve and Patsy Vanaga. British Museum Publications, 95p.

Our Town would fit well into the kind of project work commonly done in the lower primary age range. It contains a large number of well-presented illustrations with accompanying suggestions for extending the work. Thus there is a page which has five line drawings of different types of houses, and underneath a space for the child to add some similar drawings of houses which he or she knows. The titles are lettered in "chubby" upper case which may just prove a problem to some struggling readers, but such main text as there is, is in a reasonably sized font. In the kind of project work commonly done in the lower primary age range, a potentially helpful one to the teacher who is trying to keep a variety of "project" activities going in the classroom.

even better, in that it enables the child to build up what could be a fascinating and very illuminating record. The insights and discoveries to be gleaned during its completion are almost limitless. Many teachers do this kind of work themselves, and for them this book would provide many additional suggestions. The first page is "When I Was Born", and there are years, dates and days to draw boxes around. The pages then progress through memories of nursery rhymes, schooldays, hobbies and important events, and lead up to identification of friends and a collection of their autographs. *My Nature Diary* too provides useful additional classroom material for what is a very common primary school activity.

*Toys Through the Ages* is not nearly so successful I feel - though it is difficult to be dogmatic about this, because the essence of all these books is that they provide the teacher or parent with a number of possibilities, and in the right context any of them will work well enough. The problem with *Toys* is that it contains more activities than the others do of the kind which could be called "child occupiers". Thus there are games involving finding differences between pictures, or identifying the odd object in a group. A teacher may well say, of course, that there is educational validity in such grouping and classifying activities, and I would hesitate to argue. Nevertheless I feel



A 600-year-old Arabic manuscript from the Bodleian Library, Oxford, of the well-known illustration of the elephant from the Arabian Nights. The elephant is shown in a cage, surrounded by people. The illustration is in a traditional Arabic style, with the elephant being the central focus.

this book to be less successful than the others. The Roman's Activity Book, which is a very good book, is a pity that it is not more widely known. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest.

## Think again

Mathematics 5 to 9: A. By Edith Biggs. Oxford University Press. 1982. £5.95. 07 084138 1.

Biggs is a VIP to anyone concerned with the world of primary education, and this book will sell all around the world simply because of its authorship. Fortunately book happens to be very well written. It covers the main aspects of the curriculum which are general to all children, and it has been designed to be used by the teacher, quite correctly, to extend the range of the Cockcroft teaching. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest. It is a book which is clearly the result of careful application of the level of knowledge, skill and interest.



# The child, the teacher and the book

Vivien Griffiths on the role of the librarian

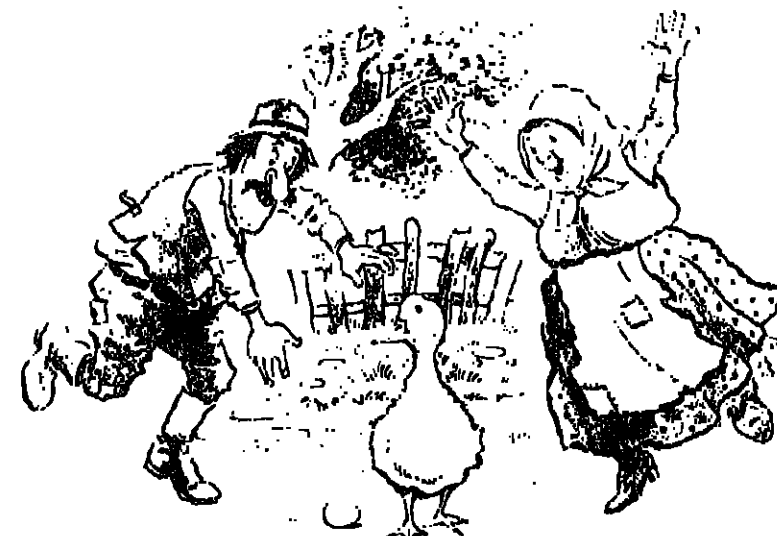
Now more than ever, perhaps, it has become imperative for all people working with children to break down professional barriers and offer mutual support to one another, in terms of both expertise and materials. In the case of librarians and teachers, there is no justification for professional jealousy in the area of children's reading, there are challenges enough for all of us to share and in any case, we can complement one another in what we have to offer. Many educational reports on language and reading stress the importance of reading for pleasure. Indeed, Bullock stated that many adults who failed to become successful readers also failed to understand, as they struggled with their reading scheme, that reading was something that other people did for pleasure. A librarian's expertise does not lie in educational strategies, but in knowing the extremely wide range of materials which are available for children today. Many teachers find it extremely difficult to keep up with the avalanche of new books published each year and it is impossible to recommend and promote books with the necessary enthusiasm unless you have read and enjoyed them yourself. Here is where a librarian can be the all important link between the child, the teacher and the book.

In Birmingham our work with the pre-school and primary age range is not extraordinary in any way. Such activities are carried on by library services all over the country. However, it is unusual in that, as no formal School Library Service structure exists in the city, all our liaison work with schools and teachers is

undertaken through branch libraries and our two specialist children's libraries. It makes sense to start by looking at work with the under-fives, because it is at this stage that the battle is often won or lost. We believe firmly that conveying the pleasure of books and reading starts with the young child and Margaret Clark in *Young Fluent Readers* made it clear that frequent story-reading and storytelling, together with provision of books in the home (whether borrowed or bought) are the first steps towards creating a fluent and avid reader. We feel we have a small but significant role to play in developing pre-reading skills in children ourselves, but also in helping other adults, both parents and fellow professionals to see the importance of books to the under-fives.

Only a small percentage of pre-school children have the opportunity to benefit from nursery education. In Birmingham, we have a good record of nursery provision, comparatively speaking, but even so, the majority of children attend playgroups rather than nurseries, and some do not even have that opportunity. The rest are either at home with mother or with a childminder while their parents are at work. We therefore try to reach young children, whatever their situation, through open storyhours for the under-fives in our branch libraries, through story sessions for playgroups, day nurseries and nursery schools, both in and out of the library, but also through the adults who care for them.

Much of our time is spent in talking to mothers in Mother and Tod-



This illustration heads a rather peculiar retelling of Aesop, in words and pictures, by Val Biro: 'The Goose that Laid the Golden Eggs'. 'So they cut the goose open. But the goose was full of gold': not a trace of blood in the accompanying drawing, in which the bisected goose seems dreamily asleep. The complete set of six titles, complete with teachers' notes, cost £4.50 (Ginn).

dlers groups, Young Wives groups and, at an even earlier stage, through National Child Birth Trust meetings. We are involved in NNEB courses for nursery nurses at local colleges of further education in courses for playgroup leaders and volunteers and in training courses run by the Social Services Department for registered childminders. Even more exciting is the opportunity to talk to groups of 15 and 16-year-olds on CSE Child Care courses in local secondary schools, where we feel we are fulfilling two

roles, in helping them with preparation for their exams and with preparation for future parenthood too.

In all these talks, our message is quite simple; books can help develop skills of manipulation and perception in young children, they can aid language development and help children to become articulate through participation, they can give a wide variety of vicarious experiences, but most important of all, used by an enthusiastic adult, they can give a child a love of books and an incentive to read which will last a lifetime.

Our work with the primary age group also takes place on two fronts; directly to the child and through their teachers. Contact with the children can take place in a variety of ways, either in the library itself or in the school. The traditional visits to the library for an introduction to the layout, catalogues and range of stock still continue, but in a rather more high-hearted way than in the past, using quizzes, and worksheets rather than instruction as such. Class visits can extend into project work, where children can be introduced to a range of fiction and non-fiction related to their particular topic and after starting work on the books in the library itself, they can take the collection back to school for further work.

It has become increasingly obvious over the past few years that the librarian's role should not end with helping children to find their way around the library, they also need to know how to find their way around the books. The whole area of study or information skills is just beginning to take off and although the need to develop such skills may only become apparent in the lower end of secondary schools, the remedy lies in starting to develop them in the primary school.

If children are to reap any benefits from the project work, they have to learn the librarian's skills of using reference tools, encyclopedias, dictionaries, atlases, gazetteers and within each information book, using indexes, contents lists, chapter headings, glossaries and bibliographies.



For those who saw Channel 4's multicultural children's series *Everyday* the appearance of the book of the same name (Bodley Head £3.95) will come as a welcome reminder. For those who have not seen it, here for the first time is a static version of that animated magazine.

They need to develop the ability to track down other useful sources of information such as maps, encyclopedias, newspapers, radio and even other people. However, if they are not to find the information which they need their teacher's help to develop skimming and scanning techniques, the ability to discriminate between relevant and irrelevant information, to take out informative notes and how to use them for all these reasons, but only because information skills are only of interest or use to children in the context of their own needs, then for teachers and librarians working together in developing these skills, it is essential.

The necessity to involve children in story sessions does not end at the reaching of school age, it is for most children it is a need that never ends, even in secondary school. Introducing young children to a range of material, both in picture book and essay form is important, particularly when the battle through 'Lord John' or 'Ladybird' is getting going and children may need to know that reading is in fact, full of fun. The age range extends towards the top of the junior school, as sessions become 'book-talks' we start to select the books to read, an exciting or hilarious selection from full length books, or in with poetry, riddles, jokes or anything else which is likely to give pleasure and engender enthusiasm.

Teachers can be reached in a variety of ways and books both new and old are introduced informally in staffroom after school or at lunch hour or more formally some of the many In-service Training Courses run by local education authorities or regional courses. The emphasis is always the same, to introduce a range of materials available in particular age group or within particular genre - the whole and multi-cultural books are a good example in point and the methods are remarkably similar to our book club for children. If you introduce a range of books enthusiastically to read brief sections to give a feel of the author's style, both children and their teachers will want to read the books and read on. Librarians can also give advice on how to use the books and help with their organization, provide guidelines and come to speak at parents' evenings, and offer help and support in organizing book fairs and book visits.

One final point which I would like to make, is that teachers and librarians frequently criticize each other and often justifiably so. However, we are served by some of the world's most prolific and conscientious publishers. Quality children's publishing in this country has suffered terribly at the hands of the authority cutbacks and has struggled to survive and yet maintain standards. As the intermediaries between children and their books owe it to both the providers and consumers of those books to ensure that we are working closely together in promoting them.

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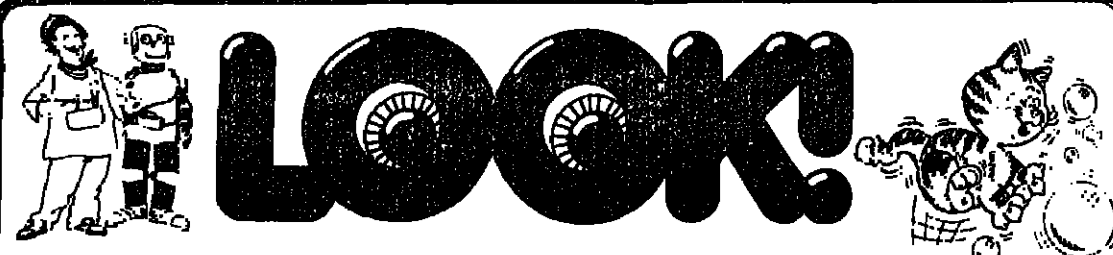
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Administration General

Child Care

Education Psychologists

Examiners

Librarians

Miscellaneous

Outdoor Education

English as a Foreign Language

Appointments wanted

Educational Courses

Awards and Scholarships

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Corrections deadline 10.30am Tuesday preceding Friday of publication.  
Cancellation deadline 4.30pm Monday preceding Friday of publication.

THE TIMES EDUCATIONAL SUPPLEMENT 11.3.83

## HEADSHIPS

WIMBORNE BOROUGH OF

WIMBORNE JUNIOR SCHOOL

Headship (Group 1)

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Form College.  
Application form and further particulars from:- Area Education Officer (SW1) around Tower North, Port and Thence, Southampton SO9 4XE. Closing date for application - 30th 130010 35420)

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**HUMBERSIDE  
EDUCATION COMMITTEE  
HEAD  
REQUIRED FOR  
SEPTEMBER 1983**

**BRANSHOLME HIGH SCHOOL**  
Midmere Avenue,  
Brambling, Hill North  
Humberdale  
Group 13  
NOR 1676  
Ann Range 13 - 18

Application forms and further particulars are obtainable from the Director of Education (HQ Schools), County Hall, Bransholme, Humberdale HU17 9BA. Tel: 0482 867131. Ext. 3161 to swing round and should be returned not later than

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 er 1983.  
 tion of the Cathedral Church of

in status. It includes a Junior Cathedral Choristers and other ability. The main school serves as Southwell and the surrounding houses for boys.

for Burnham purposes. The total ing 154 in the Sixth Form.

Head who will be able to develop school and to make a significant ant of education in a Christian

her details may be obtained  
Education, County Hall, West  
7QP. Completed applications  
March, 1983.

September 1983.  
S COUNTY HIGH  
(11), Caulfield Road,  
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(Group 11), Shingcliffe

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**R.: 244**  
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**s.a.e.) from:**  
**J. Boyers, B.A.,**  
**County Education Officer,**  
**Education Department,**  
**Shirehall, Abbey Foregate,**  
**Shrewsbury SY2 6ND**  
**to whom they should be returned by Thursday,**  
**31 March, 1983.**















# SECONDARY MATHEMATICS continued

**SURREY**  
EDUCATION COMMITTEE  
C/O R.C. (AIDED)  
12-18  
COMPREHENSIVE  
135420

**GUARDIAN**  
MATHEMATICS/PHYSICS  
1983-84  
11-18  
135420

Application forms and details available from:  
135420

## Scale 1 Posts

### BERKSHIRE

**BRACKENELL SCHOOL**  
Bracknell, Berks.  
11-18  
135420

Required for September 1983. Graduate Teacher to assist with the teaching of Mathematics and Physics. The successful candidate will be responsible for the day-to-day running of the Mathematics Department. The post is a temporary appointment for one year.

## SOUTH GLAMORGAN COUNTY COUNCIL SECONDARY EDUCATION

DRYDEN COMPREHENSIVE SCHOOL FOR GIRLS, BARRY (11-18) 10 AM ENTRY

**MUSIC: SCALE 1**  
Required for September 1983. Graduate Teacher to assist with the teaching of Music throughout the School. In addition to playing the piano the successful applicant should be able to play an orchestral instrument and have an interest in Creative Music. This is a temporary appointment for one year.

**ENGLISH: SCALE 1**  
Required for May 1983. Satisfactory qualified teacher to assist with the teaching of English in Years 4, 5 and 6. This is a temporary appointment on a day to day basis during the maternity leave of a member of staff.

**SOCIAL STUDIES: SCALE 1**  
Required for May 1983. Satisfactory qualified teacher to assist with the teaching of Social Studies in Years 4, 5 and 6. This is a temporary appointment on a day to day basis during the maternity leave of a member of staff.

**FRENCH: SCALE 1**  
Required for September 1983. Graduate Teacher to assist with the teaching of French throughout the school and to take on the day-to-day running of the French Department. The successful candidate will be responsible for the day-to-day running of the French Department. The post is a temporary appointment for one year.

**LAMBEY HIGH SCHOOL, CARDOFF (11-18 COMPREHENSIVE) 9 AM ENTRY**  
Required for September 1983. Graduate Teacher to assist with the teaching of English in Years 4, 5 and 6. This is a temporary appointment on a day to day basis during the maternity leave of a member of staff.

**GLANLLECHY HIGH SCHOOL, CARDOFF (11-18 COMPREHENSIVE) 9 AM ENTRY**  
Required for September 1983. Graduate Teacher to assist with the teaching of English in Years 4, 5 and 6. This is a temporary appointment on a day to day basis during the maternity leave of a member of staff.

**HEAD OF ENGLISH DEPARTMENT: SCALE 4 + SPA**  
Required for September 1983. A suitably qualified and experienced teacher to organise and lead a large department. The successful candidate will be required to lead a team of teachers and to be responsible for the day-to-day running of the English Department. The post is a permanent appointment.

**HERTFORDSHIRE**  
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## WESTFIELD COLLEGE (University of London)

# INTERNATIONAL FOUNDATION YEAR AT WESTFIELD (IFYW)

Teachers to G.C.E. 'A'-level standard required in the following subjects:

Mathematics and Further Mathematics: 3 full-time posts

Physics: 1 full-time and 1 half-time post.

Salary scales Burnham F.E. Senior Lecturer or Lecturer Grade II (+ £834 p.a. London Allowance) according to age and qualifications.

Experience of teaching foreign students or intensive courses desirable.

The IFYW has recently been established to enable students from overseas to study within the College as full resident members of its community for qualifications for entry to degree courses at Westfield and other colleges of the University. The first intake in September, 1983 is intended to comprise 60 students.

Further information and application forms may be obtained from Peter Waters, Director, IFYW, Westfield College, Kidderpore Avenue, London NW3 7ST.

## BRADFORD

**BRADFORD METROPOLITAN COUNCIL**  
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## ESSEX

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## LONDON

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## NORWICH SCHOOL

(HMC 750 boys)

## HISTORIAN

Owing to a promotion to the Headship of the History department in another school, the position of second teacher in the History department will be vacant from September. This department has a long record of academic success. There would be a possibility for the right candidate of succeeding to the headship of the department within a few years. A young and dynamic teacher is sought. He will be expected to teach up to Scholarship standard, and otherwise to cut a wide swathe through the life of the school. Salary: Burnham Scale according to qualifications. Membership of PPP medical insurance available. Applications to the Headmaster, Norwich School, The Close, Norwich NR1 4DQ, enclosing full curriculum vitae and the names of two referees.

## ST. PAUL'S GIRLS' SCHOOL

Brook Green, London W6

Required for September 1983:

## Head of Mathematics

To organise and teach the subject throughout the school. Good qualifications and experience essential; interest in Computer Studies desirable; innovative flair welcomed. Salary equivalent to Burnham Scale IV for suitable applicant.

Participation in Teacher's Superannuation Scheme. Membership of Private Patients Plan medical insurance. If necessary help with accommodation is available. Applications in writing to The High Mistress giving full curriculum vitae and the names and addresses of two referees.

## WELLS CATHEDRAL SCHOOL

WELLS SOMERSET

HMC GBA

Co-educational, Boarding &amp; Day 480:

120 in Sixth Form

120 in Sixth Form

120 in Sixth Form

120 in Sixth Form

120 in Sixth Form

120 in Sixth Form

120 in Sixth Form

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## THE TIMES EDUCATIONAL SUPPLEMENT 11.3.83

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STAFFORDSHIRE COUNTY COUNCIL  
EDUCATION COMMITTEE

## CAREERS OFFICER

CANNOCK

Salary: Within the range of AP3/4 (£5,973-£7,545)  
Applications are invited for a generic post based at Cannock Area Careers Office. Applicants should have successfully completed the Diploma course in Careers Guidance.

Application forms and further details from the Chief Education Officer, (Staffing Non-Teaching), Tipping Street, Stafford ST16 2DH. Enclose s.a.e. for application forms.

Closing date 14 days after appearance of this advertisement.

All applicants are asked to note the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

## THE NATIONAL ASSOCIATION OF HEAD TEACHERS

### Appointment of Assistant Secretary

The National Association of Head Teachers is a professional association representing some 20,500 Heads or some 70% of schools in England and Wales and wishes to appoint an Assistant Secretary on a Group 5 Head Teacher scale £10,814-£12,072. The starting point on the scale will be decided in the light of the successful candidate's present salary and previous experience.

This is a post within the structure of the Headquarters of the Association and we are looking for a person who will take responsibility for that part of the Association's work which is concerned with giving professional advice to members of the Association and to local associations, as well as the relevant committees of National Council. The successful candidate will have ample opportunity for training and must have teaching experience.

The closing date for applications will be Friday, 18th March, 1983, and application forms and further particulars are available from: The General Secretary, The National Association of Head Teachers, Holly House, 6 Paddockhall Road, Haywards Heath, West Sussex RH16 1RG. Telephone number Haywards Heath 453291/2.

## Director of Education

£22,551 - £24,054

The London Borough of Harrow is seeking to appoint a suitably qualified and experienced person to succeed the present Director of Education, Michael Johnson, who is retiring.

The successful candidate will be the principal adviser to the Council for the Education and Library functions, primarily through the Education and Leisure Committees. As well as providing policy advice to Members of Council and to the Education Service, the postholder will be responsible for co-ordinating the work of the Education Service with that of other Departments.

The Director will be expected to contribute to the overall management of the Council's affairs as a member of the Directors' Group which is chaired by the Chief Executive. The Council is therefore seeking a candidate who has had a successful career in the Education Service, including teaching experience, and has had recent experience at a senior management level with a local Education Authority.

For an informal discussion telephone Michael Johnson, Director of Education, on 01-883 6811, Ext. 2304. Or, for application form and further particulars, Malcolm Hughes, Chief Personnel Officer, London Borough of Harrow, PO Box 57, Civic Centre, Harrow, Ext. 2318. Closing date for applications: 19th April 1983.

**Harrow**

an equal opportunity employer

## ADMINISTRATION LEA

(continued)

### BUCKINGHAMSHIRE COUNTY COUNCIL

EDUCATION WELFARE OFFICER  
Required in the Aylesbury Office.  
Applications are invited from suitably qualified persons. Duties include visiting homes and schools in relation to school attendance and educational social problems.  
Salary: £12,578 to £15,973 (plus pension) according to qualifications and experience.  
Assistance with removal expenses payable in approved cases. Essential for user allowance payable.  
Application form and further particulars, A.C. from Education Officer, Education Welfare, Aylesbury, Bucks HP20 1UH. Closing date: 25th March 1983.

### Administration General

#### CUMBRIA

BENDRIGG LODGE  
Old Burton, Kendal, Cumbria.  
Assistant Organiser - J.N.C.  
An Assistant Organiser is required for this short stay residential activities centre. People come together for periods of 10 days to 14 days. Candidates should be keenly interested in leisure pursuits. An interest in craft, living and social work would be an advantage. Candidates should hold a valid driving licence. Accommodation is not provided.  
Please write giving C.V. to: The Organiser, Northern Association for Community Care, Bendrigg Lodge, Old Burton, Kendal, Cumbria LA8 0NR. (04207) 500000

#### LEICESTERSHIRE AMATEUR SWIMMING ASSOCIATION

NATIONAL DEVELOPMENT OFFICER WITH SPECIAL INTEREST IN THE DISABLED  
A full time National Development Officer is required by the above Association to commence work on 1st April 1983. An initial period of two years.  
For job description and application form please apply to: Amateur Swimming Association, 100, Derby Square, Leicester LE1 6AL. (0533) 400000

## SUMMER SCHOOLS

SPORTS & OUTDOOR ACTIVITIES

### TEMPORARY MANAGERS

PGL provides a wide range of active holiday programmes for young people, aged 14 to 18, during the summer months. The programme is designed to provide a stimulating and enjoyable experience for the young people, and to provide a valuable opportunity for them to develop their leadership and management skills.  
Full details and application form from G. H. PGL, 880 Station Street, Birmingham B2 9JQ. Tel: 021-611 1549/50

### Child Care

#### DORSET

SHAFESBURY GRAMMAR SCHOOL  
Dorchester, Dorset  
Resident Houseparent (2)  
Staff (one or more) are required to provide a maximum of 24 hours care for 12-14 children, aged 11 to 18, in the boarding house. An interest in child care and a willingness to work with children is essential. An interest in the care of children and a willingness to work with children is essential. An interest in the care of children and a willingness to work with children is essential.  
Salary within the DCC Scale, £10,000 to £12,000, plus increments of £1,000 per annum. A full time position. An interest in child care and a willingness to work with children is essential. An interest in the care of children and a willingness to work with children is essential.

THE TIMES EDUCATIONAL SUPPLEMENT 11.3.83

## THE NATIONAL ASSOCIATION OF HEAD TEACHERS

### Appointment of Deputy General Secretary

The National Association of Head Teachers is a professional association representing some 20,500 Heads or some 70% of schools in England and Wales and wishes to appoint a Deputy General Secretary on a salary equivalent to a Group 10 Head Teacher. The starting point on the salary scale of £15,249-£18,443, will be decided in the light of the successful candidate's present salary and previous experience.

This is a post within the structure of the Headquarters of the Association and we are looking for a person who will share the General Secretary's principal executive duties and, when necessary, deputise for the General Secretary. In particular he/she will be responsible for the administration of the Association's Headquarters, publicity and the organisation of meetings of National Council and its committees.

The closing date for applications will be Tuesday, 22nd March, 1983, and application forms and further particulars are available from: The General Secretary, The National Association of Head Teachers, Holly House, 6 Paddockhall Road, Haywards Heath, West Sussex, RH16 1RG. Tel: Haywards Heath 453291/2.

## Stevenage Youth Training Scheme Stevenage Youth Training Centre

In order to provide off-the-job training and work experience, a consortium representing all local interests and supported by the Manpower Services Commission will open a centre in Stevenage in September 1983. The consortium wishes to appoint a

### Deputy Manager

(Head of Education and Training)

The successful applicant, male or female, is probably experienced in further or secondary education or in industrial or commercial training, and will be required to design courses and programmes and to control a staff of about 25 tutors instructing on the following subjects:

- Industrial Production
- Office and Commercial Skills
- Art and Design
- Community Support Services
- General Vocational Preparation

Salary bracket: £12,500-£14,000

Relocation help available

Please write, with full details, to the General Manager, Stevenage Youth Training Scheme, c/o Business & Technology Centre, Bosworth Drive, Stevenage, Herts.

## Education Psychologists

### COVENTRY CITY OF COVENTRY

EDUCATION PSYCHOLOGIST  
Candidates with an honours degree in Psychology, or postgraduate training in Educational Psychology, to fill a vacancy in the Committee of Schools Psychological Service. Opportunity will be available to gain experience in the service within the City of Coventry. This is a re-advertisement of a previous advertisement. Previous applicants need not re-apply.  
Application forms and further particulars from the Director of Education, Room 448, New Council Offices, 255, Victoria Road, Coventry CV1 2SG. Telephone: 0246 2202. Returnable by 29 March 1983. An Equal Opportunity Employer. (54705) 500000

### DUDLEY METROPOLITAN EDUCATION PSYCHOLOGIST

£12,564 - £13,578  
Applicants should be fully qualified and experienced in working with schools and evolving structured programmes for children with difficulties. They should be willing to take a high degree of professional responsibility. Practical experience in group counselling is an advantage.  
Informal enquiries to R. Blakey, Principal Education Psychologist, Dudley 2050, Ext. 4300.

Application forms and further particulars from the Director of Education, (Inclusive Education), 2050, West Midlands, Dudley 2050. Returnable by 29 March 1983. (55821) 500000

## THE ROYAL SOLDIERS' DAUGHTERS' SCHOOL

65 Roselyn Hill, Hampstead, London NW3 8UD

The Board of Governors invite applications for the post of

### PRINCIPAL

A challenging and interesting appointment in a Hall of Residence involving the charge of 135 girls from ages 6-18, the daughters of serving and ex-service soldiers, who attend Inner London Education Authority primary and secondary day schools. The post entails not only the care and welfare of the girls and the direction of the Staff, but also close liaison with the day schools used: the work is primarily pastoral and administrative, but some educational and medical knowledge is desirable.  
The School is in a modern well equipped building within which the Principal has an attractive self contained two bedroom flat free of charge. Board is also free of charge during term time. Starting salary will be £8,130 incl. London Allowance; service increments of £100 pa are awarded after the probationary period and after each completed year of service to a maximum of £700 pa. The Principal is required to join the School's Inland Revenue approved Pension Scheme. Paid holidays are the normal school holidays.  
This vacancy has arisen because of unforeseen circumstances, and should ideally be filled by the 18th April 1983. The successful applicant will be on probation for the Summer Term 1983, with a view to permanent appointment thereafter.  
Applications, to include a c.v. and names of two referees, should be sent in writing to the Secretary.

## Education Department

### Locum Educational Psychologist

To cover maternity leave of one of the Educational Psychologists working in the Schools Section and with the Child Health service.

Salary within Southbury Scale according to experience. Casual user car allowance payable. Application form and further details from the Recruitment Officer, Personnel Department, Town Hall, Forest Road, E17 4JF. Telephone: 01-531 8899 - 24-hour answering service. Please quote ref: G 5018. Closing date: 31 March, 1983.

## Walham Forest

University of London  
University Entrance and School Examinations Council  
General Certificate of Education Examination

The Council invites applications for the following appointment:

### Moderator from August 1983

HISTORY

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience at school, college or University level. Examining experience essential.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 20 April 1983.

## WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADYSG CYMRU

### Appointment of Examiners

Applications are invited from practising teachers, in Schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

### GENERAL CERTIFICATE OF EDUCATION

Advanced Level  
1983 Assistant Examiners in Mathematics, Physics and Sociology.

Ordinary Level  
1983 Assistant Examiners in Commerce, Computer Studies, Welsh (First and Second Language).

GCE/CSE  
1983 Visiting Examiners in Drama (Practical).

CERTIFICATE OF SECONDARY EDUCATION  
1983 Assistant Examiners in Welsh (First and Second Language).

Applications are invited in other subjects also, and these will be placed in a bank and considered as vacancies occur.

Further particulars and application forms to be returned by 25 March 1983 may be obtained from J. L. Brice, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations.

## University of London

University Entrance and School Examinations Council

General Certificate of Education Examinations

The Council invites applications for the following appointment:

### Chief Examiner from January 1984

Advanced Level  
Government and Political Studies (Comparative Government)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience essential.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 8th April, 1983.

## Secondary Examinations Council

### Senior Appointments

The Secondary Examinations Council (SEC) will be one of the two successor bodies to the Schools Council for the Curriculum and Examinations. The SEC will oversee the conduct of public examinations designed principally for young people in secondary education and is expected to play a leading role in improving such examinations. It will advise the Government on how examinations and other forms of assessment might best be developed to serve the needs of the education service and its clients. Its first Chairman and Chief Executive will be Sir Wilfred Cockcroft.

It is intended that the Council should be established formally on 1 April 1983, and the following London-based appointments are now to be made:

### DEPUTY CHIEF EXECUTIVE £16,940-£21,145

To deputise for the Council's Chief Executive and to lead and organise the work of a specialist team responsible for advising members of the Council. The person appointed will be expected to represent the SEC in public and to make a substantial contribution to the formulation of policy.

No or she will bear a large measure of responsibility under the Chief Executive for the implementation of the Council's programme of work.

The successful candidate will need to combine experience of administration and staff management at a senior level with

practical knowledge of school examinations and their place in the education system of England and Wales.

Starting salary may be above the minimum of the quoted range for candidates with qualifications or experience of special value.

### PRINCIPAL PROFESSIONAL OFFICERS £13,130-£17,165

At least 4 posts to form the core of a specialist team. The responsibilities of this team (which will eventually be about twelve strong) will include work on the appraisal and review of national criteria for examinations at 16+ and the approval of syllabuses and assessment procedures at 16+ and 18+. This is likely to require both

the preparation of advisory and background papers for the Council and its sub-committees and also close involvement in a programme of research and development.

Candidates (normally aged at least 30) must have recent employment experience related to examinations or other techniques of assessment and administrative experience.

For further information, including a detailed job description and an application form (to be returned by 28 March 1983) write to: Civil Service Commission, Almondbury, Baildon, Herts, SG2 1JH, or telephone: Baildon 0456 6651 (answering service).

## Educational Psychology Service

### SENIOR EDUCATIONAL PSYCHOLOGISTS

Ref. No. EDU/1249/CO

Salary Scale: £13,293-£14,489

The Avon Educational Psychology Service has two vacancies at senior level for qualified and experienced educational psychologists. The Service is large and offers good opportunities for professional development. It works in close collaboration with Child Guidance, Health and Social Services Departments. The psychologists appointed would carry a case load, the nature of which would partly depend on local special interests.  
Applications from educational psychologists with proven ability in the field of the pre-school multiply handicapped in work with Social Services Departments and in the preparation of material for children with special needs in mainstream education would be particularly welcomed.  
The Principal Educational Psychologist, Mrs Marion Barnard, Tel: Bristol (0272) 40287, would welcome informal enquiries.  
Further details and application form returnable by 28th March from Director of Personnel, Tel: Bristol 288855, PO Box 270, Avon House, The Haymarket, Bristol BS99 7HE.  
Please quote reference number.

## Avon COUNTY COUNCIL

## Leicestershire PROFESSIONAL ASSISTANT

(Schools) P01 (5) £9,504 - £10,583

Applications (September 1983 appointment) invited from graduates with good teaching experience in schools at Spelt 2 or above. This post offers excellent opportunities for an energetic young man or woman with ideas and imagination to gain experience of education administration in a large authority.

Please send SAE for further particulars.

Casual user car allowance. Assistance with removal expenses in approved cases.

Apply (no forms) giving full details, curriculum vitae, names and addresses of two referees and enclosing SAE to the Director of Education, County Hall, Glenfield, Leicester LE3 9JF by 29th March.

EQUAL OPPORTUNITIES 70.57  
Applications are welcome from suitably qualified and experienced persons of all ethnic origins and religions.

## Have you realised the true value of your science or engineering degree?

Are you reaping the full benefits of all the hard work you put into getting your degree?  
Are you aware that your degree could be of immense value to the Royal Air Force?  
As one of our Education & Training Officers. New advances are constantly being made in electronics, computer technology, radar, electrical and aeronautical engineering.  
These advances can only be applied effectively if they're communicated effectively. And this is where you come in.  
Whatever level of rank you're addressing you're involved with highly motivated people.  
If you aren't already expert, we'll teach you the art of teaching. And train you to take on a wide range of other activities as well.  
You'll organise adult education courses. Advise on instructional techniques.  
You'll initiate tuition on subjects from our own education to post-graduate university courses. And we'll encourage your own post-graduate studies.

### Education & Training

What now?  
Ideally you should have a degree in an engineering subject, physics, mathematics or a computing discipline. Alternatively you may apply if you have an HNC or TECHC in an engineering subject, together with a GCE 'O' level in English Language, (or equivalent), or a teaching qualification with mathematics or physics.  
You can apply for a four to six year gratuity earning Short Service Commission or a pensionable permanent commission.  
Write to Group Captain I. H. Forster OBE, at RAF Officer Careers (8027TK/1), London Road, Stanmore, Middlesex HA7 4PZ, or call in at any RAF Officers Information Office.  
Please include your date of birth and your present and/or intended qualifications. Upper age limit on entry is 39.  
Further application must be made to the DTC.

## RAF Officer



